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ABSTRACT

This manual describes a program for training direct service staff to teach adaptive skills to people who have severe disabilities. Research has demonstrated that the Teaching-Skills Training Program improves on-the-job work performance of staff while teaching clients, requires a small amount of trainer and trainee time (typically less than one work day), is well accepted by direct service staff, and results in significant gains in adaptive skill development for clients. Following the introductory chapter 1, which defines the purpose of the manual, chapter 2 discusses the program's four sets of teaching skills: (1) teaching program steps in the appropriate order; (2) using a least-to-most assistive prompt strategy; (3) reinforcing client behavior, and (4) error correction. Chapter 3 introduces the program's three main components: classroom-based training, on-the-job monitoring and feedback, and supervision and maintenance. Chapters 4 through 6 provide detailed guidelines for staff development in each of these three components. Among eight appendices are information on a related videotape, sample client teaching programs with task analyses, a behavioral teaching terminology quiz, a teaching skills observation form, and a teaching skills supervisor feedback checklist. (Contains 11 references.) (DB)

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TRAINING TO TEACH IN A DAY

The Teaching-Skills Training Program Instructor's Manual

Second Printing

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Dennis H. Reid and Marsha B. Parsons
Carolina Behavior Analysis and Support Center, Ltd.

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The Teaching-Skills Training Program

Instructor's Manual

1994 Edition - Second Printing

Dennis H. Reid and Marsha B. Parsons
Carolina Behavior Analysis and Support Center, Ltd.

Appreciation is expressed to the administration of Western Carolina Center for supporting the development and evaluation of the Teaching-Skills Training Program. Copies of this manual can be obtained by contacting either of the authors at The Carolina Behavior Analysis and Support Center, Ltd., P.O. Box 425, Morganton, North Carolina 28680, (704) 432-0030.

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Chapter 1

Introduction to the Teaching-Skills Training Program

The teaching of adaptive skills represents one of the most important types of support offered by human service agencies for people with severe disabilities. Competent instruction is needed in a wide variety of skill areas if people who have severe disabilities are going to develop to their fullest potential and experience a satisfactory quality of life. In order for human service agencies to be successful in teaching useful skills to these individuals, the staff who are responsible for the teaching must be competent teachers. However, most people who provide direct teaching services -- be they group home staff, institutional direct care personnel, vocational staff or teacher aides in school classrooms -- typically enter their human service roles with no prior preparation in how to teach people with severe disabilities. The lack of preservice training in teaching methods is a major impediment to carrying out teaching programs successfully because the staff are charged with teaching a population that, by the nature of their disabilities, is very difficult to teach. Hence, a major need in almost every human service setting for people with severe disabilities is to train direct support staff in effective methods of teaching meaningful skills to their clients or students.

Criteria For Successful Staff Training Programs

When considering programs for training direct service staff in methods of teaching people with severe disabilities, several criteria must be met if the training programs are to be successful. In particular, the programs must be **performance-based** in terms of focusing on how staff actually perform when attempting to teach clients. Many staff training programs provide interesting and useful knowledge for staff but do not teach staff how to carry out specific procedures. Enhanced knowledge is of course desirable, but nevertheless it is what staff **do** with clients during the day-to-day job that primarily determines the benefits clients receive from their support staff. Hence, a useful premise for any program aimed at training staff how to teach clients is that **a staff trainer**

should never be convinced s/he has successfully trained a staff member how to teach until the staff person is observed actually performing the teaching skills proficiently.

A second criterion for successful staff training programs that is closely related to the first criterion just noted is the training must be **effective**. In a sense, this criterion appears to be stating the obvious; Why conduct training in the first place if the training is not effective in insuring the staff trainees acquire the target client teaching skills? However, the professional literature as well as our own experience is replete with examples of staff training programs from which staff "graduate" yet their on-the-job performance is no better after the training program than before. The lack of improved performance may result from a failure of the staff training program to focus on actual staff performance (i.e., the first criterion for successful staff training programs just noted is not met). Alternatively, performance may improve during the training situation itself, such as during demonstrations in a staff training classroom, but the performance does not improve when the staff person returns to the normal work routine. In the latter case, the lack of improvement is likely due to the routine work situation of the staff being very different from the situation in the staff training classroom, and the improvement that occurs in the classroom does not carry over to the (different) work situation. Consequently, the same basic premise noted earlier with the performance-based criterion of successful staff training programs is relevant here with the effectiveness criterion. The basic premise should be expanded though for the effectiveness criterion to reflect not only that a staff trainer should never be convinced s/he has successfully trained a staff person how to teach until the staff person is observed performing the teaching skills proficiently, but also that the **staff person should be observed performing the skills as part of the routine work activities in the regular work environment.**

A third criterion for successful staff training programs is the training must be **efficient**. Training programs that are not efficient because they require excessive amounts of staff trainer and trainee time are not only expensive, the programs also are difficult to implement because they require too much staff time away from their day-to-day job responsibilities. Most human service agencies do not have sufficient staff resources to allow staff to be absent from their regular job duties for lengthy periods of time in order to attend staff training programs, no matter how important the training may be. In short, the less time required to train staff, the more likely it is staff will be able to participate in the training.

A final criterion for successful staff training programs, and particularly for long-term success of programs, is that the training must be **acceptable** to staff. If staff dislike the training process or otherwise find the training unacceptable, then staff are going to be unwilling to be involved in the

training for very long, if at all. Staff unacceptance of training processes also can make the staff trainer's job unpleasant because the staff trainer usually becomes readily aware of staffs' dislike for the training program. Subsequently, the staff trainer's willingness to conduct the training program with staff is seriously diminished.

Summary of Criteria for Successful Staff Training Programs

Performance-based

Effective

Efficient

Acceptable

Purpose of Manual

The purpose of this manual is to describe a program for training direct service staff to teach adaptive skills to people who have severe disabilities. The program to be described, The Teaching-Skills Training Program, is based on years of research that developed training processes to meet the essential criteria for successful training programs just summarized. Applied research investigations (for relevant examples see referenced research reports in Appendix A) conducted with direct service staff and people with severe disabilities have demonstrated the Teaching-Skills Training Program: (a) improves on-the-job work performance of staff while teaching clients, (b) requires a small amount of trainer and trainee time -- typically less than one work day and, (c) is well accepted by direct service staff. Further, research has demonstrated that if staff implement the teaching procedures taught within the Teaching-Skills Training Program during their routine teaching interactions with clients who have severe disabilities, the clients make significant gains in adaptive skill development.

Target Audience of Manual

This manual is intended for anyone involved in, and/or interested in, training or supervising direct service staff in the teaching of adaptive skills to people who have severe disabilities. The manual should be of particular relevance for staff development personnel, Qualified Mental Retardation Professionals, special education personnel who supervise teacher aides, supervisors of direct service staff, and personnel who are responsible in general for overseeing habilitative and

educational services provided to people with severe disabilities. It should be noted though, some basic knowledge of behavioral teaching strategies is expected of the manual readership. The latter expectation is based on the premise that one is not likely to be able to train or effectively supervise someone else's teaching of clients if s/he is not an effective client teacher her/himself. However, an expert knowledge of behavioral teaching approaches is not required to benefit from this manual. The client teaching strategies addressed by the Teaching-Skills Training Program are quite basic. A considerable amount of research with direct service staff has shown that an expert knowledge of teaching methodologies, though helpful in some situations, is not necessary for staff to be able to effectively teach people who have severe disabilities. If the basic teaching strategies described in this manual are conducted proficiently by staff, typically clients with even the most severely disabling handicaps can make significant gains in adaptive skill development.

People Who Have Severe Disabilities

Before proceeding with the description of the Teaching-Skills Training Program, elaboration is warranted on what is meant by **severe disabilities**. Our reference to severe disabilities is based on a previous characterization of severe handicaps provided by the United States Office of Education, which emphasizes moderate, severe and profound mental retardation as well as autism. Additionally, serious emotional impairments are included within the disabilities labeled as severe handicaps. Individuals who display these types of disabilities typically require educational and habilitative services significantly beyond what traditionally has been provided in formal educational settings. Although the range of specific debilitating impairments included within the descriptor severe disabilities is expansive, some of the more problematic areas from the perspective of teaching adaptive skills are serious communicative skill deficits and limited memory processes. In essence, the primary clients and students for whom the Teaching-Skills Training Program is designed do not benefit from teaching strategies relying solely on lectures and other forms of verbal directions (e.g., instructional approaches found in school classrooms for nonhandicapped students or students with mild handicaps). Rather, people who have severe disabilities require verbal instruction along with various types of physical demonstration, a considerable degree of physical assistance, functional curricula that focus on learning small portions of skills at a time, repeated practice in performing the skills, and a very significant amount and variety of reinforcement for even small amounts of progress. This manual presents teaching strategies for people who require much more teacher assistance to learn purposeful skills than teaching based solely or primarily on verbal instruction.

Chapter 2

Basic Client Teaching Skills

As indicated in Chapter 1, the skills for teaching adaptive behaviors to people who have severe disabilities addressed by the Teaching-Skills Training Program represent basic yet effective behavioral teaching strategies. In this regard, the goal of the Teaching-Skills Training Program is to prepare direct service staff, who do not necessarily have any previous preparation for teaching people with severe disabilities, to be able to implement effectively a formal client teaching program. The goal is not to train direct service staff to develop and write client teaching programs, but to take a previously written program and implement the program effectively. Our experience suggests essentially all human service agencies have at least some professionally trained personnel who have the skills to develop and write client teaching programs. It is generally most efficient if the professional staff prepare the programs rather than training paraprofessional staff how to write client teaching programs. This is not to say that paraprofessional personnel cannot learn to develop and write adequate teaching programs for clients. Some direct service staff in various agencies have been preparing technically sound teaching programs for years. However, in light of the limited amount of time most agencies have for training relevant work skills to their direct service staff, typically **more clients** will receive **more effective** teaching services **more frequently** if program development and writing is left to the professionally trained personnel. Relatedly, many human service agencies experience significant amounts of turnover among direct service staff such that expecting to quickly train all newly employed direct service staff to develop and write client teaching programs as well as to carry out the programs proficiently is not a very realistic expectation.

The Teaching-Skills Training Program includes four sets of client teaching skills that when acquired by direct service staff, allow the staff to effectively teach people who have severe disabilities. The target client teaching skills include: (1) teaching the adaptive behaviors to the client in the order the behaviors are designed to be taught as indicated in the task analysis of the client's program, (2) using a least-to-most assistive prompting strategy to evoke client completion of

designated program steps, (3) using correct reinforcement procedures to increase the strength of specific behaviors in the client's skill repertoire, and (4) applying effective error correction strategies if a client makes an error during the teaching process. Each of the four sets of teaching skills are explained in more depth in the following sections of this manual.

Skill Set One:
Teaching Program Steps in The Appropriate Order

The most common type of teaching program for people who have severe disabilities consists of a **task analysis** of the skills which the client is expected to acquire. In a task analysis, each specific behavior that must occur if a client is to perform the designated skill is listed sequentially in the order the behavior should occur to perform the skill successfully. For example, if the skill to be taught to a young girl who has profound mental retardation is brushing her teeth, then usually the task analysis of the necessary steps specifies obtaining the tube of toothpaste from its storage place, taking the top off the toothpaste tube, setting the top on the sink, turning on the water, obtaining the toothbrush from its container, wetting the toothbrush under the water, squeezing toothpaste on the toothbrush, putting the toothpaste tube on the sink, brushing the upper right teeth on the outside surface, brushing the upper middle teeth on the outside surface, etc. Of course, the sequence of steps varies across different programs. The point here however, is that the program typically should designate some **order** of occurrence of the program steps. Order is important in this regard because frequently it is easier for people with severe disabilities to learn to do something if initially they are exposed to the same sequence of things to do (i.e., in contrast to being exposed to a different sequence across various teaching sessions, which can be quite confusing). Hence, the first client teaching skill for direct service staff to acquire is **to teach each step in the order in which the step is designed to occur in the client's program task analysis**. For staff training purposes, it is helpful to specify for staff that correct order occurs if each program step that is taught is preceded by teaching of the step that is listed in the client's task analysis.

Skill Set Two:
Using A Least-To-Most Assistive Prompt Strategy

The general approach that has been documented most frequently as being an effective means of evoking client completion of a desired behavior is a **least-to-most assistive prompt** process. As implied by its name, this strategy involves giving a client the least amount of assistance necessary for the client to complete a behavior, and gradually increasing the amount of assistance if the lessor

amount of assistance did not result in the client successfully performing the behavior. To illustrate, if, as part of a program to teach a teenage youth with profound mental retardation to shave his face with an electric shaver, one necessary behavior is for the youth to shave his chin, the first prompt might be to tell the youth to "shave your chin". If that **verbal prompt** does not result in the youth shaving his chin, the next prompt -- that provides more assistance -- might be to tell him to shave his chin while simultaneously pointing to the youth's chin. Subsequently, if the combined **verbal and gestural prompt** as just described does not evoke the youth's shaving his chin, a more assistive prompt combining **verbal and partial physical assistance** could be to tell him to shave his chin while simultaneously partially guiding his hand to bring the shaver across his chin (e.g., by moving his hand part of the way across his chin). Finally, if necessary the most assistive prompt, **total physical guidance**, could be provided by totally guiding the individual's hand in sliding the shaver all the way across his chin.

The primary objective of a least-to-most assistive prompt strategy is to provide only as much assistance as necessary to ensure the client completes the target behavior (i.e., not to provide more assistance than required, but to make sure the client does complete the behavior). The example just provided is only one of many types of least-to-most assistive prompt sequences that could be used. Additional examples are provided in subsequent manual chapters. For purposes here, the primary point is that for a correct prompt process to occur, the staff member who is conducting the client teaching program must **provide more assistance on each successive prompt to evoke client completion of a program step relative to the amount of assistance with the preceding prompt that was unsuccessful in evoking client completion of the same step**.

Before proceeding with a description of the other target skills of the Teaching-Skills Training Program, it should be noted that there are a number of other types of prompting strategies in addition to the least-to-most assistive process just described that could be used to teach people with severe disabilities. Each respective prompting approach has its own advantages and disadvantages. The advantages of the least-to-most assistive approach, and the reason this particular strategy was employed within the Teaching-Skills Training Program, are several-fold. First, numerous applied research investigations have demonstrated the least-to-most assistive prompting strategy can be an effective means of teaching. Probably more investigations have demonstrated the effectiveness of this prompting strategy with people who have severe disabilities than any other prompting paradigm. Second, this particular prompting strategy has been successful in teaching a very wide variety of different types of skills to people with severe disabilities. Third, and perhaps most relevant from a staff training standpoint, this type of prompting strategy is straightforward to train and relatively

easily acquired by direct service staff relative to other prompting strategies.

Skill Set Three:
Reinforcing Client Behavior

Positive reinforcement is perhaps the most powerful teaching strategy available to staff who work with people who have severe disabilities. Readers of this manual should be familiar with the principle and general techniques of positive reinforcement. In brief, positive reinforcement from a client teaching framework pertains to a staff teacher providing a positive consequence following client completion of a desired program step such that the likelihood of the client completing the step again in the future is increased.

Of primary concern for training staff how to teach people who have severe disabilities is that the staff use positive reinforcement in a correct manner. Specifically, correct use of positive reinforcement entails a staff member **providing a positive consequence following a client's appropriate completion of a respective program step and not providing a positive consequence following an inappropriately completed step**. Correct use of positive reinforcement also entails **always providing a positive consequence following the last appropriately completed program step** by the client.

There are numerous types of consequences that can function as positive reinforcers in teaching programs with people who have severe disabilities. Generally however, the most easily applied positive consequence is descriptive verbal praise provided by the client teacher following client completion of a program step. Not only is descriptive praise easily applied relative to other types of positive consequences frequently used in client teaching processes such as small snack or treat items, verbal praise functions as a strong reinforcer for many people who have severe disabilities. Hence, descriptive verbal praise is the type of positive consequence referred to most often in the Teaching-Skills Training Program. However, the precise type of positive consequence applied by respective client teachers should be based on each teacher's knowledge of what his/her client finds reinforcing and will work for in a teaching situation.

Skill Set Four:
Error Correction

The final type of teaching skill addressed by the Teaching-Skills Training Program pertains to what staff should do when a client makes an error during a teaching session (i.e., the client engages in a behavior that is incompatible with completing a designated step in the teaching

program). Ideally, teaching programs could be conducted without any client errors. In this regard, people with severe disabilities learn to perform a new skill more quickly if they perform the skill initially without any errors relative to performing the skill with one or more errors during the early stages of the teaching program. As anyone who has conducted teaching programs in typical settings with people who have severe disabilities will attest though, client errors will inevitably occur. The Teaching-Skills Training Program is based on the assumption some client errors will occur, and includes procedures to minimize the likelihood that a client will repeat an error on a respective program step.

For staff training purposes appropriate error correction is defined as **a client making an error and a staff member reprompting the correct completion of the incorrectly completed step by providing more assistance with the step than provided previously**. An appropriate error correction also requires the staff member **to provide sufficient assistance such that the client completes the step correctly on the second attempt**. That is, after the initial client error, the staff member must ensure through an assistive prompt -- even if it requires full physical guidance of the client in completing the step -- that an error is not made on the second attempt by the client.

Chapter 3

Overview of Training Format of the Teaching Skills Training Program

The training format of the Teaching-Skills Training Program consists of three main components: **classroom-based instruction**, **on-the-job monitoring and feedback**, and **supervision and maintenance**. This manual chapter presents an overview of each of the three components such that the reader can obtain a quick, general understanding of how the staff training occurs. Subsequent manual chapters provide an in-depth description of each of the three training components respectively.

The Teaching-Skills Training Program is designed such that the entire training process can be completed within one, eight-hour work day. The training-in-a-day format seems most amenable to the work schedules of typical human service agencies because it requires staff to be away from their routine work duties for only a one-day period. However, the training can also be distributed across a number of days, involving approximately two hours of time on any given day. For readers interested in the latter training format, a summary of how to distribute the training across separate training sessions is provided at the end of this chapter.

Classroom-Based Training Component

The classroom-based component of the Teaching-Skills Training Program is conducted most efficiently if it occurs with a **group** of staff trainees. Generally, up to six trainees can participate effectively in the classroom-based component in a group format. The group of trainees typically are trained by one knowledgeable trainer. Alternatively however, where feasible two trainers can conduct the classroom training in a group format. Involvement of two trainers does not usually affect the success of the training, but does make the job of trainer somewhat easier relative to if the training is conducted by only one trainer. Because two trainers are not always available though, the training will be summarized here as if only one trainer were conducting the training.

The purpose of the classroom-based training component is two-fold. The first purpose is to familiarize the staff trainees with common behavioral terminology used in typical client teaching programs. Familiarity with behavioral teaching terminology facilitates the training as well as subsequent supervisory interactions between staff trainees and the staff trainer. To facilitate staff becoming familiar with the necessary terminology, four videotape segments about teaching people who have developmental disabilities ("Teaching People with Developmental Disabilities", available from Research Press) can be shown periodically during the classroom-based training. Additional information about the videotape is provided in Appendix B. However, the necessary information can also be provided through trainer discussion and activities. Subsequent chapters describe conducting the classroom-based training both with and without the videotapes. To help ensure staff become sufficiently familiar with behavioral teaching terminology, a pencil and paper quiz is administered prior to the end of the classroom-based training. Trainees must master the quiz by obtaining a score of 80% correct answers before they can be considered proficient in the client teaching terminology addressed by the Teaching-Skills Training Program. Also, to help trainees attend to relevant terms during the course of the classroom training, at the beginning of the class a pretest administration of the quiz is provided. Trainees are not required to obtain a mastery score on the pretest, only to become aware of the basic terms with which they will subsequently be expected to become more familiar.

The second purpose of the classroom-based training component is to begin training staff in the performance skills necessary to teach adaptive skills to people with severe disabilities. The training of staff performance skills follows the same general format for each of the four sets of client teaching skills addressed by the Teaching-Skills Training Program (i.e., correct order of teaching using a task analysis, least-to-most assistive prompting, appropriate reinforcement, and error correction). Beginning with correct **order** of teaching, the training format first involves trainer presentation of the rationale for teaching the steps of a client program in the exact order in which the steps are designed to be taught as specified in the client program task analysis. Next, the first videotape is shown or the trainer discusses how adaptive skills desired to be taught to clients can be broken down into specific program steps (or client behaviors). The videotape or discussion also addresses the importance of teaching the program steps in the order in which the steps are presented in the task analysis. Next, the trainer provides written examples of task analyses for the trainees to review and discuss.

The classroom training format for the remaining three sets of client teaching skills proceeds with the same general sequence of training processes as that just described for the "order" skill.

However, because the latter three skill sets involve more actual performance requirements of trainees, the training processes for those three skill areas include additional classroom activities relative to the "order" skill. Specifically, written information is not reviewed by the trainees following the viewing of the videotape segments or the trainer discussion to the degree written information was reviewed with the task analysis segment Rather, performance modeling and practice are conducted. To illustrate, for the client teaching skill area of least-to-most assistive prompting, the trainer first demonstrates the use of a least-to-most assistive prompt sequence in a teaching program with a staff trainee who plays the role of a client. Each trainee then practices implementing a least-to-most assistive prompting strategy with either the trainer or another trainee playing the role of a client. Following each trainee's practice of a prompting strategy in the role playing situation, the trainer and other trainees provide feedback to the respective trainee regarding the (in)accuracy of his/her demonstrated prompting. The same demonstration-practice-feedback process is subsequently followed with the two remaining skill sets (reinforcement and error correction) after videotape segments or trainer discussion relevant to those two skill areas have been completed. The classroom-based training for each of the four teaching skill sets continues until each trainee has performed each respective teaching skill proficiently in the role playing situation. After approximately two thirds of the classroom training is complete, trainees are given assignments to complete outside of the classroom. The out-of-class tasks are intended to help familiarize the trainees with various formats in which the client programs are prepared (which the trainees will eventually be using while they teach clients) and how to locate specific parts of programs such as the task analysis section. Also, the latter stages of the classroom-based training include administration of the terminology quiz and logistical planning for the next component of the Teaching-Skills Training Program, the on-the-job monitoring and feedback.

On-The-Job Monitoring and Feedback Training Component

The primary purpose of the on-the-job monitoring and feedback component of the Teaching-Skills Training Program is to ensure staff trainees can apply the teaching skills they demonstrate during the role play situation in the classroom when they actually teach clients within their routine work environment. Hence, this portion of the Teaching-Skills Training Program requires the staff trainer to go to each staff trainee's regular work site (e.g., group home, school classroom, vocational workshop, institutional living unit) when the respective trainee is scheduled to conduct a client teaching session. Once the staff trainer arrives at a given trainee's work site, the

trainer's job is to critically **observe** the trainee's client teaching performance and to provide **corrective and positive feedback.**

The observation process of the on-the-job training component is designed to allow the staff trainer to observe and determine the trainee's proficiency in conducting each of the four sets of client teaching skills. To facilitate the trainer's job in this respect, an observation tool is available (the Teaching-Skills Observation Form -- see Chapter 5). The observation tool guides the staff trainer in focusing on whether or not the staff trainee (client teacher at this point) performs each of the four teaching skills proficiently for each of the program steps in the client's task analysis.

Following the observation of the staff trainee's teaching session with a given client, the trainer then provides **diagnostic feedback** to the staff trainee regarding the proficiency of the trainee's teaching. The feedback is diagnostic in that it specifies each teaching skill which the trainee implemented correctly, using the definitions provided in Chapter 2, **and** specifies any occurrences of incorrect implementation of any of the four teaching skills. Concurrently, the staff trainer provides positive feedback in terms of verbal praise for the skills the trainee performed correctly, and corrective feedback for any skills performed incorrectly or that were not performed (e.g., the client teacher failed to correct a client error). The corrective feedback specifies how the incorrectly performed skill should have been performed.

The staff trainer's job of diagnosing what the staff trainee did correctly and/or incorrectly while conducting the client teaching program is facilitated by the observation tool noted earlier. By quickly reviewing the recordings made on the observation tool during the teaching session, the staff trainer has an immediate reference regarding what the trainee did correctly and/or incorrectly. Also, to facilitate the effectiveness of the feedback presentation, the Teaching-Skills Training Program includes a specific format for providing feedback (see Teaching-Skills Supervisor Feedback Checklist in Chapter 5).

The on-the-job monitoring and feedback component just described continues until the staff trainer observes a respective staff trainee meet the mastery criterion designated in the Teaching-Skills Training Program. Specifically, a staff trainee must conduct two different client teaching programs with at least 80% of the teaching skills applied correctly across all steps in the client program. Most staff trainees obtain the mastery criterion within two or three on-the-job observation and feedback sessions.

Supervision and Maintenance Component

The **supervision and maintenance** component of the Teaching-Skills Training Program is

designed to ensure staff trainees continue to conduct client teaching sessions proficiently after the trainees have formally completed the classroom and on-the-job components of their training. The supervision and maintenance component essentially entails establishing, and then implementing, a schedule for continued observations of staff teaching performances along with diagnostic feedback using the same types of procedures just described. The observations and feedback presentation can be provided intermittently by either the original staff trainer or the regular staff supervisor -- provided the supervisor is skilled in the Teaching-Skills Training Program. The frequency of conducting continued observation and feedback sessions is determined by how proficiently a given staff trainee continues to conduct client teaching. Basically, the more proficient the trainee's client teaching continues to be, the less frequently observations and feedback presentations need to be conducted, and vice versa.

Training Across Several Days

Although the Teaching-Skills Training Program was designed to be conducted in less than an eight-hour work day, as indicated previously the training can be provided in several shorter sessions across several days. The Training Program has been successful in this regard by conducting 4, 90 - 120 minute classroom training sessions. Each session generally covers one of the four respective teaching skills, using the same procedures described for the classroom training component when the classroom training is conducted in one day. One difference when the training is disbursed across several days however is that out-of-class assignments can be given to the staff trainees after each class session such that they can immediately begin to apply the material covered in class back in their routine work site. Once the four separate classroom sessions are completed, the on-the-job monitoring and feedback procedures proceed as described with the training-in-a-day format, with the exception that the trainer may conduct the on-the-job training sessions on different days rather than all in one day.

Chapter 4

Classroom-based Training Procedures

This chapter describes the classroom-based training procedures of the Teaching-Skills Training Program in a step-by-step fashion. The classroom-based training is designed to be conducted by one trainer with a group of two to six staff trainees. For a quick overview of the entire classroom training process, a procedural outline is provided below.

Outline of Classroom-Based Training

I. Pretraining preparation
   - A. Selecting the location for training
   - B. Obtaining necessary equipment and materials
   - C. Preparing sample client teaching programs
   - D. Securing training forms

II. Classroom training procedures
   - A. General introduction
   - B. Prequiz
   - C. Training skill set one: order
     1. Rationale
     2. Videotape
     3. Discussion and practice
   - D. Training skill set two: prompting
     1. Rationale
     2. Videotape and discussion
     3. Demonstration-practice-feedback

E. Training skill sets three and four:
reinforcement and error correction
   1. Rationale
   2. Videotape and discussion
   3. Demonstration-practice-feedback

F. Out-of-class assignment

G. Postquiz

H. Demonstration-practice-feedback for all skills
   1. Formal observation process
   2. Formal recording process

I. Planning for on-the-job training

The classroom-based training can be conducted solely through discussion and activities by the trainer or the trainer's discussion can be supplemented by using the videotapes, "Teaching People with Developmental Disabilities" referred to in Chapter 3. Instructions for conducting the classroom-based portion of the class are presented both with and without the use of the videotapes in subsequent sections of this chapter.

The amount of time to conduct the classroom-based training procedures as just outlined will of course vary somewhat across different groups of trainees depending on the rate of progress of individual trainees in mastering the target client teaching skills. However, the classroom training should proceed at a sufficient pace to allow ample time for the on-the-job training to be completed with each trainee in the same day as the classroom training. Generally, at least an hour and a half to two hours should be reserved for the on-the-job training component. Provided below is a suggested time frame for completing each of the classroom-based training sections that allows sufficient time for the on-the-job training component.

Suggested Time Frame For Classroom-Based Training

Training component	Suggested amount of time
general introduction	10 minutes
prequiz	10 minutes
training skill set 1	45 minutes
training skill set 2	75 minutes

training skill sets 3 and 4	75 minutes
assign out-of-class work	10 minutes
postquiz	15 minutes
lunch	30 minutes
complete out-of-class work	30 minutes
final practice	45 minutes
on-the-job preparation	15 minutes

Pretraining Preparation

In order to ensure the classroom training proceeds as efficiently and effectively as possible, the staff trainer should prepare for the training prior to beginning the class. Such preparation should include **selecting the location for the training, obtaining necessary equipment and materials, preparing sample client teaching programs** and **securing training forms.**

Selecting the Location for Training

The setting in which the classroom training occurs necessitates few special requirements. In essence, any room in which the number of trainees who will be participating in the training can be seated comfortably can serve as the classroom. Hence, the living room or a bedroom in a group home often can suffice as a training classroom, as can a relatively large staff office, a staff development classroom, and a vacant school classroom. The room selected for the classroom will require an electrical outlet to plug in the VCR to allow the videotape segments to be shown. Additionally, the room should be arranged such that minimal distractions will occur in terms of people who are not involved in the training entering the room. It is also advantageous, though not essential, if the training is conducted at a location that is very close, if not actually at, the trainees' routine work place.

Obtaining Equipment and Materials

The necessary equipment for conducting the classroom training includes a VCR with monitor and the "Teaching People With Developmental Disabilities" set of videotapes or an overhead projector or blackboard if presenting the program without using the videotapes. In addition, materials used in the sample client teaching programs (see Appendix C) will need to be obtained. To illustrate, if one of the sample client programs is teaching a client how to set a table, then a plate, utensils, and a napkin will need to be obtained.

Preparing Sample Client Teaching Programs

Throughout the classroom training, the trainer will be demonstrating, and trainees will be practicing, how to implement client teaching programs. Hence, the trainer will need to have at least five sample client programs available. The programs should be written concisely, involving only the name of the skill to be taught and a listing of the necessary program steps in a task-analyzed fashion. Several sample programs should include very simple skills consisting of only two or three steps, to be used during the early stages of the classroom training. A prototype of a simple program that is appropriate for the initial part of training is provided below.

Prototype of A Simple Client Teaching Program

Skill to Be Taught: Face Wiping With A Napkin

Step #	Target behavior
1	Pick up napkin
2	Wipe mouth area with napkin
3	Put napkin on table

Additionally, for later stages of training, more complex samples of client teaching programs should be prepared, involving five or six steps. A prototype of a five-step program is provided below.

Prototype of A More Complex Client Teaching Program

Skill to Be Taught: Setting A Table

Step #	Target behavior
1	Place plate on table
2	Place napkin on table left of plate
3	Place fork on napkin
4	Place knife on table right of plate
5	Place spoon on table right of knife

It will also be necessary to prepare some client programs in an incorrect fashion. The latter

programs are necessary to help staff trainees discriminate between an adequate task analysis and an inadequate one, as well as to learn to identify specific problems with the task analysis part of client programs. If trainees do not know how to detect problems with task analyses and trainees are later presented with a client program containing an inadequate task analysis, the trainees are likely to implement the program as (incorrectly) written. Consequently, by unknowingly following the incorrect task analysis, trainees will be attempting to teach a skill to a client with minimal or no likelihood of success. Our experience suggests many direct service staff will indeed be given client teaching programs from time to time that are not prepared very well in this regard.

To provide incorrect task analyses exemplifying the types of problems trainees are likely to encounter with client teaching programs, the staff trainer should prepare samples of programs that list task-analyzed steps in an illogical order. Presented below is an example of how the program illustrated previously for using a napkin is incorrectly prepared due to program steps being listed in an illogical order (i.e., in the incorrectly prepared task analysis presented below, the client would be required to wipe his/her face with a napkin before the client had picked up the napkin).

Prototype of An Incorrectly Prepared Client Teaching Program

Skill to Be Taught: Face Wiping With A Napkin

Step #	Target behavior
1	Wipe mouth area with napkin
2	Pick up napkin
3	Put napkin on table

Another type of incorrect task analysis that should be prepared by the staff trainer is a program in which some obviously important steps have been omitted from the task analysis. For example, the task analysis illustrated earlier for setting a table could be prepared with step #2 (placing napkin on table left of plate) omitted.

Because the trainer and staff trainees will be using both correct and incorrect client programs repeatedly during the course of the training, there should be at least three copies of each program available. To help in this regard, additional examples of task analyses used in client teaching

programs within the Teaching-Skills Training Program as well as the teaching materials required are provided in Appendix C.

In addition to the sample client teaching programs prepared by the staff trainer, in some cases staff trainees will need to bring to class copies of existing teaching programs that the trainees will be implementing with their clients back in their regular work setting. Specifically, when the classroom training component of the Teaching-Skills Training Program is conducted at a location away from the staff trainees' work site, the trainees will need to have copies of two different client teaching programs at the class. The programs will be needed for the out-of-class assignments, which will be discussed later in this chapter.

Securing Training Forms

Two types of training forms should be secured prior to beginning the classroom training. First, the quiz for evaluating trainee familiarity with basic behavioral teaching terminology should be secured. A copy of the quiz is available in Appendix D. At least three copies of each quiz should be available for each staff trainee. The second type of training form needed is the Teaching-Skills Observation Form, as presented in Appendix E. As with the sample client teaching programs, the trainer and trainees will use the Observation Form repeatedly during the training, such that an ample supply of at least 10 copies of these forms should be secured for each trainee. If the videotape segments are not to be used, an additional training form will need to be secured for use with a practice activity for skill set three: Reinforcement and Error Correction, and is presented in Appendix F.

Classroom Procedures

General Introduction

The classroom session should begin with the trainer providing an introduction to the class. Initially, the purpose of the training should be specified in terms of training the staff how to teach people who have severe disabilities. It should be indicated that the goal of the Teaching-Skills Training Program is to train the trainees sufficiently such that each trainee will be able to take a written, client teaching program and teach the program with a degree of proficiency that enables the client to acquire the skills addressed in the program. Next, an overview of the entire class process should be presented. This overview should indicate that over the next six hours or so, the trainees will view videotapes pertaining to teaching people with severe disabilities, participate in discussions with the class trainer, watch trainer demonstrations of client teaching skills, take two quizzes regarding what is discussed in class, and practice implementing teaching skills in a role play situation with the trainer and with each other. Following this overview, it can be helpful for the

trainer to explain the trainees might feel somewhat awkward at first when they role play various client teaching situations. It should also be noted though, an initial feeling of awkwardness is natural and as the trainees participate in successive role playing activities, any feeling of awkwardness will probably decrease over time. The trainer should then describe to the trainees that after the class, s/he will be going to each trainee's worksite to observe the on-the-job teaching of the clients with whom the trainees routinely work, using the same observation process with which they will become familiar during the class. Finally, it can be beneficial to inform the trainees they do not need to worry about "failing" the class because the trainer will continue working with each trainee until the trainee masters the client teaching skills.

Administering The Prequiz

Following the opening introduction, the staff trainer should explain to the trainees they will be taking a quiz prior to beginning the formal training procedures. The explanation should indicate the purpose of the quiz is to help the trainees obtain an initial awareness of key terminology regarding basic behavioral teaching procedures -- terminology they will be expected to become rather knowledgeable about during the course of training. It should be further indicated that the trainees are not required to obtain a certain score on the prequiz because they are not expected to know many of the quiz answers at this point. However, it should be noted the quiz will be administered again toward the end of the classroom training session and at that point, the trainees will be required to answer at least 80% of the quiz questions correctly. After the staff trainer's explanatory statements about the prequiz, the trainer should give the quiz to each trainee. The quiz usually requires less than 10 minutes for the trainees to complete.

Training Skill Set One: Correct Order of Teaching

Rationale. The first client teaching skill to be taught to the staff trainees, correct order of teaching using a task analysis, should be introduced by indicating it is most important to conduct teaching programs very consistently in order for clients to learn to perform the skills addressed in the programs. Correct **order** of teaching should be introduced as a means of helping to ensure consistent teaching. Subsequently, it should be indicated that purposeful skills for clients to acquire can be broken down into small steps that facilitate consistent teaching. This process is known as **task analysis**.

Classroom training procedures when using the videotapes. After the introductory comments for correct order of teaching, the first videotape segment should be shown. As indicated in Chapter 3, the trainer can stop the videotape periodically to elaborate on a point made in the tape. To assist in this regard, the videotape has pause points built in such that the tape indicates when to

stop for discussion purposes (when the tape indicates to "Return to the Manual"). Beyond the tape-indicated pause points, when and how often the trainer stops the tape is really at the trainer's discretion in terms of what points made in the tape the trainer believes are most relevant for his/her trainees. However, two guidelines for stopping the tape for discussion purposes should be followed. First, to maintain the trainees' attention on the main topic -- correct order of teaching steps in a client program -- any discussion provided by the trainer during stoppage of the tape should relate directly to that topic and nothing else. Second, to ensure adequate progress through the entire class content, the tape should be stopped no more than four or five times for discussion purposes.

Classroom procedures for use without the videotape. The trainer should begin by demonstrating a simple skill such as drinking from a cup (see Appendix C for sample programs) and explaining that the skill of drinking from a cup can be described as a series of actions or behaviors. After demonstrating the skill, it may be helpful to list these actions as steps on the blackboard or over head projector. The trainer should note that listing the sequence of actions or steps involved in completing a skill in the order in which the actions are performed is called a task analysis. Another skill such as pouring a glass of water from a pitcher should be demonstrated. Once the trainees have watched the trainer demonstrate the skill several times, the trainees should describe the sequence of steps involved in the skill as the trainer writes the steps on the board.

Next, the trainer should pass out the program for setting a place at mealtime and the materials for completing the skill. The trainer should emphasize the importance of the trainees practicing a skill themselves before attempting to teach a client to do the skill to insure that the order of steps is appropriate and all necessary steps for completing the skill are included. The trainees should be directed to complete the skill of arranging a place setting following the specific order of steps written in the program.

The trainer should then have the trainees observe as the trainer completes a simple skill such as using a napkin to wipe his\her own mouth. The trainees should be asked to jot down individually the actions involved in using a napkin. The trainer may need to demonstrate the skill a couple of times. After all trainees have written a task analysis, they should share what they have written with the group. The trainer should emphasize that all the task analyses do not have to be the same as long as each task analysis is complete and the steps are written in a logical order for completing the task. For example, some trainees may have broken the task down into much smaller steps than other trainees. The trainer should explain that the size of steps in a task analysis depends on the client. Specifically, small steps may be needed for clients who learn very slowly or who have physical handicaps resulting in mobility problems. A task analysis for using a napkin for a client who needs

the task broken into very small steps might include the following steps: reach for napkin, grasp napkin, lift napkin to mouth, wipe mouth, return napkin to lap, release grasp of napkin. For clients who learn more quickly or do not have movement problems, the size of the steps may be larger such as, grasp napkin, wipe mouth, return napkin to lap.

The most important point regarding using a task analysis to teach a program is that the order of steps in the task analysis must be followed exactly. The trainer can illustrate the importance of order by having a trainee quickly name the fifth digit in his\her work telephone number. It is likely that to remember the correct digit, the trainee must silently repeat the sequence of numbers in the telephone number. Each digit in the telephone number serves as a signal for the number to follow. Because each step in a task serves as a signal for the performance of the step to follow, insuring that program steps are always taught in the same order is likely to facilitate a client's acquisition of a new skill.

As noted previously, trainees should not be expected to develop all the necessary skills for writing task analyses following the completion of the Teaching-Skills Training Program. However, the trainees should be able to recognize when problems exist regarding the size or order of steps in a given task analysis and inform the person responsible for developing teaching programs of the need for a program revision.

Discussion and practice. Following presentation of the videotape segment or the discussion and activities on task analysis, the trainer should provide a brief summary of the main points regarding the correct use of task analyses that are most relevant for the trainees. This summary should reiterate the need to **task analyze** a desired client skill into discrete steps (i.e., client behaviors). The summary should also re-emphasize the importance of teaching each step in the task analysis in the order in which the step is listed. At this point it is helpful to provide the exact definition of what **correct order** of teaching a step in a task analysis means. Specifically, as presented earlier in Chapter 2, **correct order** for a given program step refers to **the step that is being taught follows teaching of the step that is listed in the task-analyzed client program as the preceding step**. If the step being taught is not preceded by teaching of the step listed in the client program, then the step is being taught in an **incorrect** order.

Key Points Regarding the Use of an Appropriate Task Analysis

- ***The task analysis should contain all necessary steps for the client to complete the task.***
- ***The steps in the task analysis should be listed in a logical sequence for completing the task.***

Included in the discussion immediately after viewing the videotape should be a review of some of the sample client teaching programs that previously have been prepared by the staff trainer in a task-analyzed format. Initially, a correctly prepared client program should be handed out to each trainee for his/her review. The trainer should point out how the sample program lists **all necessary steps** for performing the target skill, and how the steps occur in a **logical sequence** for completing the skill. Next, to further enhance the trainees' knowledge of task analysis and correct order of teaching, the trainer should hand out an example of a program that is incorrectly prepared because the task analysis has a step noticeably out of its logical order. The trainees should be asked to determine what is wrong with the task analysis. After each trainee has had the opportunity to review the incorrectly prepared task analysis, the trainer should ask one of the trainees what is wrong with the sample task analysis. The trainer should elaborate on the trainee's response if necessary, to ensure it is clearly stated that the task analysis is incorrect because one of the steps is out of its logical order. This same process should be repeated with a task analysis that is incorrectly prepared because the task analysis omits one or more of the necessary program steps. Subsequently, if the trainer believes one or more trainees is experiencing difficulty distinguishing a correct from an incorrect task analysis, the entire process should be repeated by having all trainees review other samples of both correct and incorrect task analyses and discussing their relative (in)correctness The latter process should continue until the trainer is convinced all trainees understand how to identify the correct form of task analyses in regard to all necessary steps being present, and all steps being listed in a logical order.

Training Skill Set Two: Prompting

Rationale. The instruction on the second skill set of the Teaching-Skills Training Program begins with a rationale of the importance of **prompting** necessary client behaviors. The rationale should stress it is often necessary to help clients engage in a desired program step, and clients will need different amounts of help to initially complete different steps. It should be further noted the next segment of the videotape and\or trainer discussion will focus on how such help can be provided in a teaching situation through effective prompting.

Classroom training procedures when using the videotape. The videotape segment on prompting is provided in a similar manner as the first tape segment on task analysis, with trainer stoppage of the tape periodically to elaborate on points the trainer believes are most relevant to the trainees. However, in addition to stopping the videotape for discussion, the tape should be stopped to allow for trainer demonstration and trainee practice of the different types of prompts exemplified in the tape (the tape has pause points indicated after each prompt example). The demonstration should involve the staff trainer playing the role of a client teacher and one of the staff trainees playing the role of a client. The "client teacher" then demonstrates how to provide a respective prompt that has just been discussed in the tape segment. For example, when the tape addresses the use of a gesture as a prompt, the trainer should demonstrate how a gesture can be used to evoke the "client's" completion of a designated task. Next, the staff trainer should ask one of the staff trainees to play the role of client teacher and demonstrate the use of the specific prompt with another trainee playing the role of client. The trainer should then provide feedback to the trainee regarding the correctness and/or incorrectness of the trainee's demonstration of the prompt. If the trainee performs the prompt incorrectly, the process of the trainee practicing applying the prompt and receiving approving and/or corrective feedback from the trainer should continue until the trainee performs the prompt correctly. This process should be repeated with all trainees until each trainee has demonstrated the designated prompt in a correct manner.

SPECIAL NOTE FOR STAFF TRAINERS

Trainer demonstration of a correct teaching skill followed by trainee practice of the skill with subsequent feedback from the trainer as just described is probably the most important aspect of the classroom-based training component. As such, this part of training must be carefully attended to by the staff trainer with each of the four sets of teaching skills, and each staff trainee must demonstrate each designated teaching skill proficiently during the role playing exercises. Additional procedural information about the demonstration-practice-feedback process is provided later in this chapter.

During the stoppage of the videotape on prompting for discussion and demonstration or practice purposes, it is helpful for the trainer to indicate to the trainees that not all the types of prompts shown in the tape will be directly relevant for the client programs the trainees will be teaching back in their work sites. However, the discussion should stress that the general **prompting format** is relevant. It should similarly be noted it is helpful for the trainees to be aware of different

types of prompts that can be used in teaching programs because the staffs' client caseload could change in the future and some types of prompts not immediately relevant may be relevant with clients whom the trainees may later be expected to teach. Finally, the guidelines noted earlier with the tape segment on task analysis -- that is, the trainer staying focused on the topic of prompting and limiting the number of times the tape is stopped -- are also germane to use of the tape on prompting.

Classroom procedures for use without the videotape. After the trainer has provided a rationale for the importance of prompting, several types of teacher prompts should be discussed and demonstrated.

The trainer should explain that generally the least amount of assistance a teacher can provide when a client cannot independently complete a skill or step within a skill is a verbal prompt. A verbal prompt can be any spoken question, instruction or direction which assists the client in performing any step of the task he\she cannot complete independently. For example when teaching a client to operate a cassette tape player, a verbal prompt for the first step of the program might be "Pick up the tape." A less directive verbal prompt might be, "What do you do next?". The trainer may want to elaborate on two points regarding the correct use of verbal prompts. The first is that verbal prompts should be concise, using only as many words as necessary to provide a clear direction to the client. For clients who have poor communication skills, excessive talking may obscure essential information. A second point regarding the effective use of verbal prompts is verbal prompts should be consistent. A teacher should use the same words as prompts each time the skill is taught. When the same words are used to prompt a particular skill the client will more quickly learn to associate the verbal prompt with the correct response.

Key Points Regarding the Use of Verbal Prompts

- ***Be concise using as few words as possible to provide clear direction to the client.***
- ***Be consistent using the same words each time the prompt is provided.***

After discussing verbal prompts, the trainer should demonstrate teaching a simple skill using verbal prompts. For the demonstration, a trainee can be asked to play the role of the client. The trainer will need to tell the "client" to respond correctly to the trainer's verbal prompts because other more assistive prompts have not yet been discussed. Once the trainer has demonstrated the teaching of a skill using only verbal prompts, each trainee should practice using verbal prompts by teaching another trainee in a role-play situation with the staff trainer providing feedback regarding the

correctness or incorrectness of the trainees' use of verbal prompts. The trainee should continue to practice the use of verbal prompts with feedback from the staff trainer until the trainee is correctly providing verbal prompts. **The reader is referred to the special note for staff trainers on p. 27 regarding the importance of practice and feedback.**

Next, the trainer should explain that a second type of prompt used to assist clients in completing a skill is a gesture prompt. A gesture prompt involves pointing, tapping or any other teacher body motion which directs the client's attention toward what he\she should do next. For example when teaching a client to operate a cassette player, if the client does not respond to the verbal prompt "Pick up the tape.", the teacher could point to the tape while providing a verbal prompt. Pointing to the tape would be an example of a gesture prompt.

The trainer should emphasize two points concerning the use of gesture prompts. First, in order for the gesture prompt to be helpful, the client must observe the gesture prompt. Therefore it is important that the client is looking at the teacher when the gesture prompt is provided. A second point specifically in regard to the use of gesture prompts with clients who have very poor language skills is that initially, verbal and gesture prompts should not be provided simultaneously. Rather, there should be a few seconds delay between the provision of a verbal and gesture prompt. Without the delay, the client may only attend to the more helpful gesture prompt, which makes gesture prompts difficult to fade. (More information on fading will be presented in subsequent sections of this chapter).

Key Points Regarding the Use of Gesture Prompts

- ***Make certain the client is observing the trainer before providing a gesture prompt.***
- ***Provide a few seconds delay between the initial provision of a verbal prompt and a subsequent gesture prompt.***

The trainer should next demonstrate teaching a skill using gesture prompts. After the demonstration, trainees should practice the use of gesture prompts receiving feedback from the trainer until they can correctly use gesture prompts.

The trainer should explain that a third type of prompt involves physical guidance or touch from the teacher to assist a client in completing a skill. Physical prompts can range from a brief touch to complete guidance whereby a teacher moves the client completely through a given teaching step. Physical guidance can also vary in intensity by changing the location on the client's body where the physical assistance is provided. For example when teaching clients who have severe

movement problems to pick up a leisure material, the teacher can begin assisting and guiding his\her arm toward the material. A more assistive physical prompt would be to grasp the client's wrist to guide his\her hand toward the material. The most assistive physical prompt for helping the client to pick up a leisure material would involve the teacher placing his\her hand over the client's hand and manipulating the client's hand to pick up the material.

The trainer should demonstrate teaching a skill using a combination of partial and full physical prompts. Following the trainer's demonstration, the trainees should practice providing physical prompts using role-play techniques. When practicing the use of physical prompts the trainer should insure that trainees begin with partial physical prompts and move to more intensive physical prompts if necessary for the client to complete the skill. In a least-to-most assistive prompting strategy, if a teacher begins with a full physical prompt (complete physical guidance), the client has no opportunity to move toward independence. Hence, the teacher should never begin a teaching trial with total physical guidance. More information regarding the use of a least-to-most assistive prompting strategy is provided in the **Demonstration-Practice-Feedback** section of this chapter.

Once the trainer has discussed and demonstrated the use of physical prompts, the trainees should practice discriminating among various types of prompts as they watch a role-played teaching session. The trainees should be provided with a task analysis for teaching the operation of a cassette player (see Appendix C). The trainer should explain that in order to begin the process of teaching, a client-teacher must have some idea of how much help a client needs to complete each step of the task analysis. The trainer should ask the trainees to record what type of teacher prompt is required for the trainee playing the role of the client to correctly complete each step of the program. The trainer should demonstrate a least-to-most assistive prompting strategy when teaching the skill (see the **Demonstration-Practice-Feedback** section of this chapter for more information regarding the use of a least-to-most assistive prompting strategy). The trainer should remind the trainees that if more than one type of prompt is required for a respective step in the task analysis, the trainees should list only the type of prompt which evoked the correct response from the client. After the trainees have observed the teaching session, the prompt levels recorded for each step of the program should be discussed. If trainees made several errors in recording prompt levels, the exercise may be repeated with a different skill until the trainees correctly identify and record prompts.

The trainer should relate that when beginning a new teaching program with a client, the first thing to do is evaluate how much help a client needs to complete each step of the program. To evaluate the amount of assistance needed for each step of the program, the teacher begins by

allowing the client to complete the step independently. If the client does not complete the step independently, the teacher provides a verbal prompt and again gives the client the opportunity to complete the step. If the verbal prompt is ineffective, the teacher might next provide a verbal followed by a gesture prompt. If the client does not complete the step after the verbal and gesture prompt, the teacher would next provide partial physical assistance. If partial physical assistance is ineffective in evoking the correct response from the client, full physical assistance is provided so that the client can correctly complete the teaching step. By giving the client the opportunity to respond at each prompt level, the teacher becomes aware of how much teacher assistance the client is likely to need to complete each step of the program.

The trainer should explain that teaching involves slowly decreasing the amount of help given for each step of the task analysis until the client can perform each step independently. The process of slowly reducing teacher prompts is called **fading**. When using a least-to-most assistive prompting strategy, if a client does not perform a teaching step independently, the teacher should begin by providing less help than the client usually needs to complete the step. To illustrate, if the client usually requires a partial physical prompt to complete a teaching step, the teacher may begin teaching by providing a verbal prompt followed by a gesture prompt. If the verbal and gesture prompts do not result in the client correctly completing the step, the teacher should slowly increase assistance until the client correctly completes the teaching step with the teacher being careful never to provide more help than a client needs to complete any given step. More discussion and practice regarding the use of a least-to-most assistive prompting strategy should occur as the trainees continue to practice and receive feedback regarding their prompting skills as described in the following section of this chapter.

Demonstration-practice-feedback. Following the viewing of the tape segment on prompting or the trainer's discussion and demonstration of prompting strategies, a summary of what is meant by least-to-most assistive prompting should be provided by the trainer. The summary should delineate the primary definition of a least-to-most assistive prompt (Chapter 2) as: **provision of more trainer assistance on each successive prompt designed to evoke client completion of a target program step relative to the amount of assistance previously provided that was unsuccessful in evoking client completion of that step.** It should also be stressed that no more assistance than necessary should be provided on each program step, in order to prevent the client from becoming dependent on the teacher's assistance and never learning to perform the step independently. Next, an example of a prototypical least-to-most assistive prompt sequence should be described. Such an example is illustrated on the following page.

Prototypical Least-To-Most Assistive Prompt Strategy

Prompt sequence	Amount/type of assistance
First prompt	Verbal instruction
Second prompt	Verbal instruction plus gesture
Third prompt	Verbal instruction plus partial physical guidance
Fourth prompt	Verbal instruction plus total physical guidance

The prototypical prompt strategy illustrated above involves initially using a verbal prompt (i.e., telling a client to do a program step), followed by a verbal prompt paired with a gestural prompt (e.g., pointing to what the client is supposed to do), then followed by a verbal prompt paired with partial physical guidance (partially guiding the client's hand in completing the step) and finally, a verbal prompt paired with total physical guidance (totally guiding a client physically in performing a step). Of course, it should be explained that each successively more assistive prompt would be provided only if the preceding prompt failed to evoke the client's successful completion of the designated program step.

After one least-to-most assistive prompt strategy has been described, it is helpful for the trainer to describe several other least-to-most assistive prompt strategies. Examples of other types of common prompt sequences effective in teaching programs with people who have severe disabilities are presented below.

Examples of Common Least-To-Most Assistive Prompt Sequences Used in Client Teaching Programs

Prompt Sequence Sample 1

Prompt sequence	Amount/type of assistance
First prompt	Verbal instruction plus modeling
Second prompt	Verbal instruction plus partial physical guidance
Third prompt	Verbal instruction plus total physical guidance

Prompt Sequence Sample 2

Prompt sequence	Amount/type of assistance
First prompt	Verbal instruction
Second prompt	Verbal instruction plus partial physical guidance
Third prompt	Verbal instruction plus total physical guidance

After describing several types of least-to-most assistive prompting strategies the trainer should demonstrate the use of one specific prompt strategy. The demonstration should involve the following procedures. First, the trainer should give a sample copy of a correctly prepared, task-analyzed client teaching program to each trainee. Second, the trainer should indicate s/he will demonstrate the teaching of that particular program with a least-to-most assistive prompt strategy. Third, the trainer should select a trainee to role play the part of a client who is being taught a new skill. The selected trainee should be instructed to act like one of his/her clients would probably act when first being exposed to a new task. The staff trainer should then use the same least-to-most assistive prompt strategy (e.g., verbal -- verbal plus gestural -- verbal plus partial physical -- verbal plus total physical) to evoke the "client's" completion of each step listed within the task-analyzed skill reflected in the client program. The other trainees should be instructed to observe and determine whether the staff trainer ("client teacher" at this point) implemented the prompt strategy correctly or incorrectly for each step. On this first demonstration, the staff trainer should ensure s/he performs the prompt strategy correctly for each program step during the role playing. After the initial demonstration, the trainer should ask one of the trainees who observed the teaching demonstration whether the trainee thought the prompt for a given step was performed correctly or incorrectly. Following the trainee's response, the trainer should summarize specifically how s/he provided the prompt (requiring pretty good memory skills on the part of the staff trainer) and whether or not the trainee's observation was accurate or inaccurate. If the trainee's observation was inaccurate, then the trainer should indicate precisely why the trainee's observation was not accurate. The same demonstration/discussion process should be repeated with the staff trainer's correct demonstration of the prompt strategy if one or more trainees had difficulty making an accurate determination regarding the correctness of respective prompts. The process should continue to be repeated until each trainee accurately determines the correctness of each prompt.

The same demonstration/discussion process just described should be provided next by the

staff trainer demonstrating examples of both correct and incorrect prompts on different steps of a client teaching program. In particular, three specific types of incorrect prompts as illustrated in the following examples should be demonstrated. The three types of incorrect prompts presented below represent the three most common types of incorrect prompts implemented by teachers while teaching clients.

Most Common Types of Incorrect Prompts

Incorrect prompt #1

teacher provides more assistance with a prompt relative to the amount of assistance provided on the next prompt for the same program step (e.g., providing a verbal and gestural prompt on the first trial of a step and then providing only a verbal prompt on the second trial of the same step)

Incorrect prompt #2

teacher provides the same amount of assistance on two trials of the same program step

Incorrect prompt #3

teacher provides total physical guidance on the first trial of a program step

Upon discussing the trainees' observations of the incorrect prompts just illustrated, the reason each prompt was incorrect should be articulated. Specifically, for the first type of incorrect prompt just exemplified, it should be noted the prompt did not represent a least-to-most assistive process because more assistance was provided on the first prompt than the second. For the second type of incorrect prompt it should be pointed out that the respective prompt sequence did not represent a least-to-most assistive strategy because more assistance was not provided on the second prompt relative to the first prompt. Finally, for the third type of incorrect prompt, it should be specified that by providing total physical guidance on the client's first trial of a program step, the client was not allowed the opportunity to complete the step independently by him/herself (or to complete the step with less assistance than full physical guidance).

After the trainer has demonstrated both correct and incorrect prompts, and each trainee has detected the respective correctness and incorrectness of prompts across program steps (which may require repeated demonstrations by the trainer), the trainer should select a staff trainee to demonstrate correct prompt applications, as well as correct order of teaching the steps in the client program. The selected trainee, who will function as client teacher in the role play situation, should carry out the prompts with another trainee who plays the role of a client while the staff trainer and

other trainees observe for the order and prompt components. Following the trainee's demonstration of the prompting, the same discussion regarding the accuracy of the other (observing) trainees' observations of the teaching as just described for the staff trainer's demonstration should occur. In addition, the staff trainer him/herself should describe the correctness and/or incorrectness of the client teacher's prompting demonstration. The trainer's discussion should focus on **exactly** how correctly and/or incorrectly the client teacher performed the prompting, making sure to specify how the client teacher should have performed a prompt correctly if indeed s/he performed a prompt incorrectly. Subsequently, each trainee should play the role of client teacher and demonstrate a prompting strategy. After each trainee demonstrates a prompting strategy, the same discussion as just described should be led by the staff trainer to ensure each trainee receives feedback from the staff trainer and other trainees about the correctness and/or incorrectness of the demonstrated prompting. The latter process should continue until each staff trainee has demonstrated one correct set of prompts (and order) for at least one sample client teaching program.

Training Skill Sets Three and Four: Reinforcement and Error Correction

Rationale. Skill sets three and four of the Teaching-Skills Training Program should be introduced with a brief summary of the concepts of positive reinforcement and error correction. The introduction should explain that positive reinforcement, in the typical form of verbal praise, is a means by which a teacher can increase the likelihood across successive teaching sessions that a client will perform the skill that the teacher is attempting to teach. Next, regarding error correction, the importance of minimizing client errors while clients learn a new skill should be stressed. Such importance should be explained in terms of clients learning to perform a task faster if they initially practice the task with no or minimal errors relative to if clients initially practice the task with many errors. It should also be noted that the error correction approach is built into the Teaching-Skills Training Program as a means of minimizing client errors.

Classroom training procedures when using the videotape. The third videotape segment is presented in the same manner as the first two segments. Note however, only the tape segment for reinforcement is shown, not the segment in the "Teaching People With Developmental Disabilities" videotape pertaining to error correction. Previous experience with the Teaching-Skills Training Program has indicated the amount of time to conduct the classroom-based training can be reduced by eliminating the tape segment on error correction, and including trainer discussion of error correction during the viewing of the tape on reinforcement, without detracting from the success of the training. During the trainer's discussion of the third tape segment on positive reinforcement, it can be helpful to note that although there are many different types of reinforcers, positive social

attention represents a pervasive reinforcer for use in client teaching programs. The trainer should likewise explain that because of the generally reinforcing nature of attention, positive attention in the form of verbal praise is the most common reinforcer used in the Teaching-Skills Training Program. However, it should also be cautioned that for some clients other reinforcers will be needed because verbal praise is not a reinforcer for all clients. In actuality, no one thing is a reinforcer for everybody.

Classroom training procedures for use without the videotape. After presenting the rationale for using reinforcement to teach clients new skills, the trainer should summarize the definition of reinforcement. That is, a reinforcer is any consequence that follows a behavior that makes the behavior more likely to occur again in the future. Therefore, a reinforcer is more than a reward or the provision of a preferred item. It should be explained that a consequence provided in the context of a teaching program can be regarded as a reinforcer only if the client shows progress on the skill over time. The trainer should read the scenarios presented in Appendix F. For each scenario, the trainees should identify the skill or behavior being taught and the consequence being used as a reinforcer. At least once during this exercise, the trainer should ask how the trainee will know if the consequence provided is actually a reinforcer for the skill being taught. The trainees should be able to respond that the consequence can be identified as a reinforcer for the skill being taught if the client's completion of the skill improves over time.

The trainer should emphasize that everyone has their own individual set of reinforcers. It may be helpful to have the trainees describe some of their own reinforcers. It should be emphasized that no single item or event is reinforcing to everyone. An important job of a teacher is to identify what his\her clients find reinforcing. The trainer should explain that there are several ways to figure out what kinds of consequences are potential reinforcers for individual clients. One way is to observe what kinds of activities a given client engages in frequently or appears to enjoy. Another way to identify what may function as a reinforcer in a skill acquisition program is to allow the client to choose from among a variety of items or events. Things chosen by the client often have a greater likelihood of functioning as a reinforcer than things chosen by the teacher. However, the most precise way to determine if a consequence will function as a reinforcer is to repeatedly provide the consequence following a behavior and determine if that behavior increases or improves over time.

The trainer should discuss the importance of varying reinforcers during teaching. When a reinforcer is provided frequently, it can sometimes lose its reinforcing value. For example, if a client receives apple juice frequently as a reinforcer, the client may begin to lose his\her desire to obtain apple juice. Apple juice would probably not function as a reinforcer until apple juice is unavailable

long enough for the client to desire it again. In this regard, when many types of consequences function as reinforcers for a client, reinforcers can be varied and may be less likely to lose their reinforcing value. As a result, clients who respond to a variety of reinforcers have more opportunities to learn. When clients respond to a very limited number of reinforcers, it will be important to teach new reinforcers. In essence, teaching clients to respond to a new reinforcer involves consistently pairing an item or event with an established reinforcer. After some period of time the item or event which has been paired with an established reinforcer should begin to function as a reinforcer when presented alone.

The trainer should emphasize the importance of teaching clients to respond to praise and attention if these are not currently reinforcers for an individual client. Praise and attention are important reinforcers because they can be given immediately, often occur naturally in nontraining settings and do not readily lose their reinforcing value even when used repeatedly. The trainer should provide an example of how praise and attention can be paired with established reinforcers in order to teach a client to respond eventually to praise and attention as reinforcers.

Key Point Regarding the Effective Use of Reinforcers

- *Regard any consequence provided in the context of a client-teaching program as a reinforcer only if the client shows progress on the skill over time.*
- *Vary reinforcers during training to reduce the likelihood any given reinforcer will lose its reinforcing value.*
- *Teach clients to respond to praise and attention if these do not currently function as reinforcers.*

- **Demonstration-practice-feedback**. Following the viewing of the tape segment on reinforcement, the correct presentation of reinforcement while teaching clients should be specified as: **providing a reinforcer following a client's appropriate completion of a respective program step, and not providing a reinforcer following an inappropriately completed step.** It should also be stressed that reinforcement **can** occur after any appropriate client completion of a program step, and that reinforcement **must** occur after the last correctly completed step in the program. Because verbal praise is often used as a reinforcer, the trainer should describe specifically how a praise statement can be provided, by stating the client's name and telling the client how well she performed a specific step (e.g., 'Sally, you did a really nice job putting your socks in the drawer').

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Next, the trainer should note the primary purpose of the error correction strategy of the Teaching-Skills Training Program as: **a means of ensuring that if a client makes an error on a program step, the client always performs the designated step without error on the second trial of the step.** It should be further explained that ensuring correct completion of the second trial of the step is provided by the teacher giving more assistance on the second trial of the step **and** giving sufficient assistance to prohibit the client from having an opportunity to make an error on the second trial. The trainer should explain that by providing assistance in this manner, the probability of client errors throughout the entire program is minimized because the client will never make more than one error on a given program step during a teaching session. The trainer should also indicate that a client error means the client engages in an overt behavior that is incompatible with the behavior necessary to perform a program step. For example, if a client is being instructed to pick up a napkin and the client throws the napkin on the floor, the throwing of the napkin would represent an error. In contrast, the client simply sitting at the table and making no response -- that is, not complying with a trainer's prompt -- is not considered an error in this regard. The former situation (i.e., an error) is responded to by the trainer implementing the error correction strategy whereas the latter situation (i.e., noncompliance) is responded to by the trainer immediately implementing a more assistive prompt strategy.

After the introductory comments regarding verbal praise and error correction, the same demonstration-practice-feedback process as used with the prompting skill should be used with reinforcement and error correction. Initially, the trainer should demonstrate the correct use of reinforcement in a role play situation with a trainee playing the role of a client in the same manner as was done with the demonstration of a correct prompt strategy. At this point, the trainer should strive to ensure his/her teaching demonstration includes not only the correct use of reinforcement, but also the correct use of order and prompting. The trainees should be instructed to observe the trainer's use of each of the three teaching skills. In the same manner as described with prompting, the trainer should then demonstrate the incorrect use of reinforcement. The incorrect demonstration should reflect the lack of verbal praise for the last step in the program performed by the "client".

Once the trainer has demonstrated the correct and incorrect use of reinforcement, the trainer should demonstrate correct use of error correction and subsequently, incorrect use of error correction. In order to demonstrate correct and incorrect use of error correction, the trainer should instruct the trainee who is role playing the part of a client to emit one or more errors during the trainer's demonstration. The trainer's demonstration of an incorrect error correction

should include three examples, representing the three most common mistakes made when correcting client errors while teaching clients as reflected in the following illustrations.

Most Common Types of Incorrect Error Correction Strategies Made While Teaching Clients

Incorrect error correction strategy #1

teacher fails to correct an error made by the client by not responding to the client error in any way

Incorrect error correction strategy #2

teacher's assistance provided during the client's second attempt at a program step is less than the amount of teacher assistance provided on the first trial of the program step

Incorrect error correction strategy #3

teacher provides increased assistance on the client's second trial of a program step but the level of assistance is not sufficient enough to evoke the client's successful completion of the program step

The staff trainer should then select a trainee to demonstrate correct reinforcement and error correction with another trainee in a role play situation. The role play process with reinforcement and error correction should proceed in exactly the same manner as with prompting as described earlier. Again however, the trainees who are observing the trainee who is functioning as client teacher should be instructed to observe the trainee's use of order and prompts as well as reinforcement and error correction. Likewise, the staff trainer's feedback and discussion following the staff trainee's teaching demonstration should include whether or not order and prompts were performed correctly, along with how reinforcement and error correction were performed. In this manner, as trainees are learning how to reinforce and correct errors, they are practicing their previously acquired teaching skills with order and prompts. Such practice serves to improve trainee consistency in teaching steps in the correct order and presenting least-to-most assistive prompts correctly. Finally, the practice-with-feedback process should continue with trainees taking turns functioning as client teacher until each trainee has demonstrated the implementation of a client teaching program with the correct use of order, prompts, reinforcement and error correction for at least one complete client teaching program.

Out-Of-Class Assignments

Upon completion of the demonstration-practice-feedback activities the trainer should give

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the out-of-class assignments to the trainees. Generally, the out-of-class assignments are designed to enhance the trainees' successful participation in the remainder of the classroom-based component of the Teaching-Skills Training Program as well as in the on-the-job training component. If possible, the out-of-class assignments should be completed back in the trainees' routine work site involving client teaching programs that the trainees will be conducting with their clients as part of their on-the-job training. If the classroom training is conducted away from the trainees' regular work site however such that the trainees cannot return to the worksite during the day, then the trainees should use the sample client teaching programs that they brought with them to the classroom training.

The specific goals of the out-of-class activities are to allow trainees the opportunity to apply some of the skills they have acquired in the classroom training up to this point, as well as to help familiarize the trainees with important aspects of the programs which they will teach clients during the on-the-job training. There are three related out-of-class assignments the trainer should instruct the trainees to complete prior to returning to class. The first assignment is for the trainees to read at least two existing teaching programs for their clients, and to locate and review the task analysis portion of each client program. The second assignment is for the trainees to identify the type of prompting strategy that each program includes for teaching the respective skills to the clients. Finally, the third assignment is for trainees to identify the items or events that should be used as reinforcers for individual clients during teaching sessions.

Administering The Postquiz

After the out-of-class assignments have been described by the staff trainer, the postquiz should be administered to the staff trainees. As trainees complete the quiz, the trainer should quickly review each quiz while noting any incorrect answers. The trainer should initially discuss each incorrectly answered quiz questions for the **entire class** in terms of why certain answers were incorrect. The quiz should then be handed back to each trainee who answered one or more questions incorrectly, with instructions to retake those respective quiz questions. Subsequently, the trainer should review the second answers with each trainee individually to ensure each trainee answered the question(s) correctly the second time.

After each trainee has successfully completed the postquiz, s/he is finished with the first segment of the classroom component of the Teaching-Skills Training Program. Usually this segment of the training is completed around mid-day, and hence at the time for the lunch break. Each trainee can begin his/her lunch break after successfully completing the postquiz. However, the trainees should be reminded to complete the out-of-class assignments prior to returning for the afternoon

classroom session.

Demonstration-Practice-Feedback for All Four Teaching Skills

Before beginning the next, and last, set of demonstration and practice activities after the lunch break, the trainer should ask if any trainee had difficulty locating the task analysis, prompt or reinforcement strategy for any of the client teaching programs reviewed by the trainees during their out-of-class activities. Subsequently, the trainer should address any questions of the trainees.

At this point, to help focus the trainees' attention on how the trainer demonstrates application of all four sets of teaching skills (i.e., order, prompts, reinforcement, and error correction), the trainer should introduce the Teaching-Skills Observation Form. The trainer should provide a copy (see Appendix E) of the form to each trainee and explain generally how the form is used to observe a staff trainee's teaching performance during a client teaching session. The explanation of the form should indicate how the steps of the client program are written on the left side of the form, and how the instructor will score whether each of the four teaching skills was performed correctly or incorrectly for each program step by marking the appropriate column next to each step. In this regard, the staff trainer's instructions regarding the Observation Form should only be general in nature. Because only the staff trainer will actually be using the form during the on-the-job observations of trainees' client teaching performances, the staff trainees only need to have a general familiarity with the observation form and process. For the staff trainer's use of the observation form, detailed instructions are provided in Chapter 5.

After the staff trainer describes how the Observation Form is used, the trainees should then participate in the last set of practice/feedback activities, applying all four teaching skills in the usual role play situations as well as using the Observation Form as a general observational guide. The role play activities should occur in the same manner as previously described with the role play practice for reinforcement and error correction skills. At this point, the staff trainees are in essence practicing all the necessary skills to effectively teach people who have severe disabilities. Hence, more practice by trainees should occur during this part of the classroom-based training than with the previous practice that occurred with the four individual teaching skills. Such practice should continue until at a minimum, each trainee is observed conducting a teaching program in the role play situation **without any errors** for at least two simulated client teaching programs.

Planning for On-The-Job Training

The second component of the Teaching-Skills Training Program, the on-the-job training, proceeds most effectively and efficiently if some planning for that component occurs before the classroom-based training is completed. The first part of the planning is to familiarize the staff

trainees with what will occur as part of the forthcoming on-the-job training. Initially, the trainer should explain how a "score" will be derived for each trainee's observed client teaching session, using the information recorded on the Teaching-Skills Observation Form. Such an explanation should describe that for all steps in the client's program that a trainee implements, each of the four skill areas will be scored as correct or incorrect (or "not applicable" -- again, see Chapter 5 for elaboration) in the same manner as described previously in class. Out of all recordings of correct and incorrect skill demonstrations, the trainer should explain s/he will determine the percentage of those recordings that represent correct skill demonstrations. It should be emphasized at this point that the goal for each trainee's teaching of a client program is to score at least 80% correct skill applications across all program steps.

The trainer should next indicate s/he will observe each trainee's implementation of client teaching programs, and provide feedback, until each trainee implements two different teaching programs at the 80% correct criterion. At that point, the trainees will be considered to have mastered the training and in essence, will have "graduated" from the Teaching-Skills Training Program. It should be further indicated that the feedback provided by the trainer will occur immediately after the trainee's client teaching session in the exact same format used during the role play situations in class. Ensuring the trainees know how the observations and feedback will occur is important for enhancing trainees' acceptance of the on-the-job observation and feedback sessions. In this regard, most people do not particularly enjoy having their work performance (e.g., client teaching) overtly observed by someone. Fortunately though, research with the Teaching-Skills Training Program has indicated staff are much more accepting of observations if they are well familiarized with the content and process of the observations. The part of the on-the-job planning process just described helps provide such familiarization.

The last part of the planning process is for the trainer to schedule exact times and locations with each trainee regarding when and where respective trainees will conduct client teaching sessions for the staff trainer to observe. The trainees should be instructed that if possible, they should practice teaching their clients prior to the scheduled observation and feedback sessions. Following the latter instructions, the classroom-based training component of the Teaching-Skills Training Program is complete, and the trainees should be thanked by the trainer for their participation as well as congratulated for successfully completing the classroom portion of the training.

Chapter 5

On-the-Job Training Procedures

As indicated in preceding chapters, the on-the-job training component of the Teaching-Skills Training Program occurs in the regular work site of the staff trainees. More specifically, this phase of training should occur in the exact location in which each staff trainee routinely conducts teaching sessions with the trainee's clients who have severe disabilities. The on-the-job training is designed to be conducted by the staff trainer working with one staff trainee at a time, while the trainee is conducting a client teaching session. For a quick overview of the on-the-job training process, a procedural outline is provided below.

Outline of On-The-Job Training

I. Pretraining preparation
   A. Classroom-based preparation
   B. Preparing Observation Form
II. Observation procedures
   A. Setting the stage for an acceptable session
   B. Observing with the Observation Form
   C. Determining trainee teaching proficiency score
III. Providing feedback
IV. Fulfilling the criterion for completing training

Pretraining Preparation

As indicated in Chapter 4, preparation for beginning the on-the-job training actually begins during the classroom-based training component. To reiterate, during the last phase of the classroom training, exact times and locations for conducting the observations of client teaching sessions are established with each trainee prior to the trainees leaving the classroom. Consequently, at the

designated time to begin a respective observation session, little formal preparation is required on the part of the staff trainer. The only preparation necessary at this point is for the trainer to ensure s/he has at least one copy of the Teaching-Skills Observation Form available for each client teaching program that the trainer will observe the staff trainee implement.

When the staff trainer arrives at the specified site to observe the staff trainee's client teaching session, the trainer should obtain a copy of the written client program that the trainee will implement. Usually this step can be accomplished merely by the trainer asking the trainee what program the trainee will be conducting, and then informing the trainee that the trainer needs to look at the trainee's copy of the program. Next, the trainer should list each step in the client program task analysis on the Observation Form in the order the steps are designed to occur according to the client teaching program. The trainer should also ask the staff trainee if there are any program steps that can occur in any order (i.e., if the teaching program does not require certain steps to occur in order for the client to learn to perform the target skill). If there are program steps for which order of teaching is not important, then the trainer should denote these on the Observation Form by marking the "Not Applicable" (NA) category under the order column next to each designated step. To illustrate, if a client is learning how to apply deodorant and has been participating in the teaching program for some time, it may not be important if the client begins applying the deodorant under his left or right arm. Hence, the order category would be scored as "Not Applicable" for the steps pertaining to putting deodorant under the left arm and under the right arm. The trainer should also complete the top portion of the form to properly identify the trainee and the corresponding client teaching session (i.e., recording the trainee's name, the instructor or staff trainer's name, the client's name, the title of the client teaching program to be implemented by the trainee, and the date of the observation).

Observation Procedures

Setting The Stage For An Acceptable Session

As indicated in Chapter 4, most people feel somewhat uncomfortable when their performance is being overtly observed, and particularly when the observation occurs at least in part for evaluation purposes. Correspondingly, the staff trainer should assume the trainee will be uncomfortable to at least some degree when the trainer arrives at the trainee's work site to conduct an observation of the teaching session. Feeling uncomfortable is especially likely to be an issue during the first on-the-job observation of the trainee's client teaching session. Hence, the staff trainer should try to help the trainee feel more comfortable with the observation session. The staff trainer can usually help in this

regard by offering a few reassuring statements. For example, the staff trainer can indicate s/he is well aware that attempting to teach a client while someone is observing can be an awkward situation for the client teacher. The staff trainer can likewise reassure the trainee that the trainer is confident the trainee will do well because the trainee has already shown s/he can perform the teaching skills in class. It also may be helpful to reiterate what was said at the very beginning of the classroom-based training -- that the trainee does not need to worry about "failing" because the staff trainer will continue working with the trainee until the trainee masters the designated skills.

Observing With The Observation Form

Following preparation of the Observation Form and the initial interactions between the staff trainer and trainee, the trainer should instruct the trainee to begin the client teaching session whenever the trainee is ready. Subsequently, the trainer observes the client teaching session and simultaneously completes the Observation Form.

Instructions For Completing The Observation Form. A general overview of the procedures for using the Teaching-Skills Observation Form was provided in Chapter 4. This chapter section provides more specific information regarding the staff trainer's use of the form. As just indicated, the first step for using the form is to list the steps on the left side of the form in the order the steps are listed in the client's teaching program. Using the steps listed on the form as a guide, the trainer observes and records whether or not the client teacher performs each of the four teaching skills correctly or incorrectly for each program step. As illustrated below in the sample copy of a completed Observation Form, each teaching skill is scored under the column labeled for the respective skill on the line corresponding to the designated program step being implemented. Each skill is scored plus ("+") if it is performed correctly, minus ("-") if performed incorrectly, or not applicable ("NA") if the client teacher does not have the opportunity to implement a given teaching skill for a respective program step.

The criteria for scoring correct and incorrect teaching skills have been described in preceding chapters. The criteria for scoring "Not Applicable" for the order category has also been described. For prompting, the "Not Applicable" category is scored when a client: (a) completes a program step independently and the teacher does not need to provide a prompt or, (b) a client needs only one prompt to complete the step -- because providing only one prompt does not allow teacher demonstration of a least-to-most assistive prompting strategy. "Not Applicable" is scored for the reinforcement skill when a client completes any step except the last step in a program correctly, and the teacher does not provide a reinforcer after completion of the step (remember from preceding chapters that a teacher can reinforce any correctly completed step by the client but does not have to

-- except for the last step completed in the program which must be reinforced by the teacher). Finally, for error correction, "Not Applicable" is scored when a client completes a step without an error such that the teacher does not need to implement an error correction strategy.

Sample Copy of A Completed Observation Form

TEACHING-SKILLS OBSERVATION FORM

TRAINEE Cathy Jones INSTRUCTOR Mary Parker CLIENT Robin Black

PROGRAM operating a cassette player DATE 1/19/96

+ correct
- incorrect
NA nonapplicable

TRAINING STEPS	ORDER	PROMPTS	REINFORCES	ERROR CORRECTION
STEP 1: Picks up tape	+ - NA	- + NA	- - NA	- - NA
STEP 2: Places tape in player	+ - NA	+ - NA	+ - NA	- - NA
STEP 3: Closes lid of player	+ - NA	- - NA	- - NA	- - NA
STEP 4: Presses "play"	+ - NA	- - NA	+ - NA	- + NA
STEP 5	- - NA	- - NA	- - NA	- - NA
STEP 6	- - NA	- - NA	- - NA	- - NA
STEP 7	- - NA	- - NA	- - NA	- - NA
STEP 8	- - NA	- - NA	- - NA	- - NA
STEP 9	- - NA	- - NA	- - NA	- - NA
STEP 10	- - NA	- - NA	- - NA	- - NA
STEP 11	- - NA	- - NA	- - NA	- - NA
STEP 12	- - NA	- - NA	- - NA	- - NA

OBSERVATION SUMMARY

$$\frac{\text{\# CORRECT TEACHING SKILL}}{\text{\# OF CORRECT + INCORRECT TEACHING SKILLS}} = \frac{7}{9} \times 100 = 77\ \%$$

FEEDBACK Good reinforcement, be careful not to repeat prompts especially verbal prompts without providing more assistance, don't allow repeated errors

Although using the Observation Form as just described is relatively straightforward, staff trainers should be aware that a considerable amount of concentration will be required to accurately observe a client teaching session and simultaneously complete the form. Many clients will progress through steps in the program quickly such that the staff trainer will need to be ready to concentrate on what the client is doing along with what the client teacher does from the very beginning of the teaching session. Therefore, at times, the staff trainer will not be able to complete all recordings of the client teacher's correct and incorrect (as well as not applicable) skill demonstrations while the teaching session is ongoing; the session will simply be progressing too quickly. In such cases, the staff trainer will have to make some recordings on the form immediately after the teaching session is complete. If the staff trainer cannot remember exactly what happened for each program step (which will inevitably happen at times), then the trainer should simply leave those steps blank on the recording form. Omitting a few recordings in this manner usually does not detract significantly from the utility of the observations. Nevertheless, the staff trainer should strive to observe and accurately record as much of the trainee's teaching skill demonstrations as possible. Generally, the observation and recording process becomes much easier for the trainer after s/he has practiced observing and recording several times.

Determining Level of Teaching Proficiency. Immediately after the staff trainer completes the recordings on the Observation Form, and before the trainer provides feedback to the staff trainee regarding the teaching session, the trainer should determine the trainee's "score" for the teaching session. The score in this respect simply refers to the percentage of teaching skills performed that were applied correctly. To determine the percentage of correctly applied teaching skills, the trainer first should total all correct and incorrect recordings across all program steps and skill areas (excluding all recordings of "Not Applicable"). Next, the total number of correct recordings should be divided by the total number of correct and incorrect recordings and multiplied by 100%, which will result in the **percentage of correct teaching applications**. This process for calculating the teaching score is summarized below (see also the completed Observation Form on page 46).

Calculation Process For Determining The Score For A Teaching Session

Teaching score (percentage correct teaching skill applications) =

 # correct recordings ÷ # correct + incorrect recordings x 100%

As indicated previously, the goal of the Teaching-Skills Training Program is for the staff

trainee to score at least 80% correct teaching skill applications on a respective client teaching session.

Providing Feedback

Once the teaching score has been determined, which should require at the most only a few minutes of the staff trainer's time, the trainer should then provide approving and if necessary, corrective feedback to the trainee regarding the trainee's teaching performance. In essence, the method for providing feedback is the same as described in Chapter 4 with the role-played teaching sessions conducted during the classroom-based training component. However, to enhance the effectiveness of the feedback from a training perspective, as well as the acceptance of the feedback by the trainee, the Teaching-Skills Training Program includes a specific eight-component protocol for providing the feedback. The protocol is summarized as follows.

Protocol For Providing Feedback
Regarding A Trainee's Client Teaching Performance

Component #	Trainer behavior
1	Sets positive tone for the feedback session by providing a positive and/or empathetic statement
2	Begins feedback statements with **positive** feedback
3	Ensures positive feedback is accurate
4	Specifies any teaching skills performed incorrectly
5	Specifies how incorrectly performed skills should be performed
6	Solicits questions from trainee
7	Describes what should happen next
8	Ends feedback session with general positive statement regarding the teaching session

As the summary above indicates, the staff trainer should begin the feedback session by setting a positive tone for the session (component #1 of the feedback protocol). To set a positive tone, the trainer should begin by making a general approving or empathetic statement related to the observation while establishing eye contact with the staff trainee. For example, the trainer might

begin the session with a statement such as "I know it is hard to work with Susan while someone is looking over your shoulder but you still did a nice job conducting her teaching program". Next, the trainer should describe at least one teaching skill (i.e., order, prompting, reinforcing, or error correction) the trainee performed correctly, and compliment the trainee specifically for the correct performance (component #2). The trainer should of course ensure that the teaching skill for which the trainee is complimented was indeed performed correctly (component #3).

Following presentation of (accurate) positive feedback, the trainer should describe each teaching skill that was performed incorrectly (component #4) -- if there were any incorrect teaching skill applications. Immediately after the description of incorrectly performed teaching skills, the trainer should specify precisely how each incorrectly performed skill should be performed (component #5). Subsequently, to ensure the trainee understands the feedback in terms of knowing what s/he did correctly and/or incorrectly, the trainer should ask the trainee if s/he has any questions regarding the feedback just provided (component #6). Following the trainer's response to any trainee questions, the trainer should describe what will happen next with the on-the-job training (component #7). To illustrate, if the trainee performed poorly (i.e., the trainee did not perform at least 80% of the teaching skills correctly), the trainer should indicate the need to observe a teaching session again within a few days and instruct the trainee to practice using the suggestions for improvement provided by the trainer before the next scheduled observation. In contrast, if the trainee performed well in terms of demonstrating at least 80% correct teaching skill applications and has met the mastery criterion (see next section), the trainer should instruct the trainee that no more observations will be necessary as part of the trainee's participation in the Teaching-Skills Training Program. Following the description of what should happen next, the trainer should end the feedback session with the trainee with a general positive statement about the session (component #8). For example, just prior to ending the discussion of the trainee's client teaching session, the trainer could say something along the lines of "Thanks for allowing me to watch your teaching session; you really are doing a nice job with Susan on this program". Finally, if the staff trainer desires to have a record of the feedback provided to the trainee, the trainer can write what was provided on the bottom of the Teaching-Skills Observation Form.

To ensure the staff trainer follows the eight-component feedback protocol accurately, it can be helpful if the trainer has a brief checklist to refer to when providing the feedback. A sample checklist that has been used successfully by trainers participating in the Teaching-Skills Training Program is provided in Appendix F.

Establishing the Mastery Criterion For Completing Training

As indicated earlier, the mastery criterion for trainees to complete the Teaching-Skills Training Program is to perform two different client teaching programs with a score of at least 80% correct teaching skill applications. Once a respective trainee has obtained this mastery criterion, s/he should be informed by the staff trainer that the trainee has successfully completed the Teaching-Skills Training Program. The trainee should also be informed that a letter will be sent to the trainee as well as to his/her supervisor verifying the trainee has successfully completed the Training Program. At this point the trainee can be congratulated by the trainer for the demonstrated success in completing the training.

Within one week following the last observed client teaching session in which the trainee met the training mastery criterion, the trainer should prepare and send a letter as just noted to the trainee stating that the trainee has successfully completed the Teaching-Skills Training Program. A prototype of such a letter is provided in Appendix G. The purpose of the letter is to provide a permanent record of the trainee's training accomplishment. As also just noted, a copy of the letter should be sent to the trainee's supervisor. The letter to the supervisor can serve two purposes. The first purpose is simply to inform the supervisor of the trainee's accomplishment, and perhaps set the occasion for the supervisor to congratulate the trainee. The second purpose is to begin setting the stage to help maintain the trainee's newly acquired client teaching skills during the trainee's routine client teaching as part of the ongoing job. Recommended procedures for maintaining trainee teaching skills are presented in Chapter 6.

Chapter 6

Maintaining Staff Teaching Skills

In the introductory comments to this manual, the importance of training direct service staff in methods of teaching people with severe disabilities was highlighted. It was likewise noted that applied research has shown the Teaching-Skills Training Program to be an effective means of providing such training. Hence, if procedures are implemented as described in preceding chapters, staff trainees can acquire the necessary skills to effectively teach their clients who have severe disabilities, thereby helping their clients make significant gains in adaptive skill development. It should also be noted though, for long-term success in helping clients develop useful skills the Teaching-Skills Training Program is only one component of what should occur with direct service staff. In order to ensure continued, long-term success of clients in teaching programs, direct service staff must implement teaching programs proficiently on a long-term basis. The Teaching-Skills Training Program can help ensure **staff initially learn how to teach** clients, but in and of itself cannot ensure **staff will continue to teach** proficiently on an extended basis. To ensure staff do indeed continue to conduct client teaching programs effectively, follow-up supervisory procedures are required.

The purpose of this chapter is to briefly describe a means of providing effective supervision to ensure staff continue to teach clients proficiently after they have been trained to teach through the Teaching-Skills Training Program. As with the procedures comprising the Training Program itself, the supervisory procedures to be described for ensuring staff continue to apply their teaching skills proficiently have been evaluated through applied research and demonstrated to be effective. Before describing the procedures however, elaboration is warranted regarding why such supervisory actions are necessary.

In essence, improving the work performance of direct service staff -- such as the client teaching duties focused on in this manual -- involves two major steps. The first step is to ensure staff have the necessary work skills in their performance repertoires in order to actually perform the expected duties. If staff do not have the skills, then the skills must be taught in a manner similar to

how teaching skills were taught during the Teaching-Skills Training Program. The second step is to ensure staff maintain and use the designated work skills. The supervisory procedures described in this chapter have been developed as a means of ensuring staff **maintain and use** their teaching skills such that clients will receive effective teaching services on a long-term basis.

Maintaining Staff Client-Teaching Skills with On-the-Job Feedback

A considerable amount of applied research has occurred on methods of maintaining staff work skills in settings serving people who have severe disabilities. A consistent outcome of the research has been that staff will maintain and use their work skills during the routine job situations if they receive frequent feedback concerning the quality of their work performance. Hence, systematic provision of feedback regarding staffs' teaching skills within the day-to-day work environment has been incorporated into the Teaching-Skills Training Program as a means of ensuring staff continue to teach clients proficiently on a long-term basis.

The basic processes for providing feedback regarding the proficiency of a staff person's client teaching have been described in preceding chapters. This same processes should be used routinely to enhance staffs' continued use of the skills as part of their ongoing job performance. However, when considering the use of feedback to maintain staffs' teaching skills as part of their routine job, three aspects in addition to the feedback processes previously noted warrant attention. First, the **feedback format** is important. Second, **who provides the feedback** is a necessary consideration. Third, **when feedback is provided** must be determined. Each of these aspects of providing feedback is discussed in subsequent sections of this chapter.

Format for Providing Feedback

Up to this point, the format for providing feedback as part of the Teaching-Skills Training Program has been diagnostic verbal feedback provided immediately after a staff person completes a client teaching session. Providing immediate verbal feedback is also the recommended format to be used with staff during their routine job situation to maintain their proficiency in teaching clients. When used as part of the ongoing job situation, feedback should be provided in the same manner as described previously, involving the eight-component format discussed in Chapter 5.

In addition to the immediate feedback format, maintenance of client-teaching skills among

staff can also be enhanced by occasionally providing delayed verbal feedback. The delayed format entails the same procedures as with the immediate format except the feedback is provided at a point in time after the observed teaching session. In this regard, sometimes delayed feedback is advantageous because immediately following an observed client teaching session, the staff person who has just conducted the teaching session becomes very busy, and it is desirable not to interrupt whatever work activity is ongoing at that time to provide the (immediate) feedback. In the latter situation, the person who observed the teaching session can simply return at a more convenient time to provide the feedback, when the staff person is not so busy. Research has indicated that delaying feedback in this manner, even delaying the feedback up to a period of seven days if necessary, does not detract from the effectiveness of the feedback in terms of helping staff teach proficiently. However, it should also be noted that staff generally tend to prefer to receive feedback immediately after they have been observed relative to receiving the feedback later. Hence, it is recommended that as much of the feedback as possible be provided immediately after an observed client teaching session by a respective staff person.

In addition to providing verbal feedback, either immediately or occasionally delayed, it can be helpful to periodically provide diagnostic written feedback. Feedback presented in a written format is advantageous in that it provides a permanent record of the feedback. Also, at times -- and particularly if provided only occasionally -- feedback provided in written format can have a very strong reinforcing effect on a staff person's client-teaching performance. Written feedback can be provided in a number of different ways, as illustrated below.

Different Ways of Providing Written Feedback

- Hand written note provided on the Teaching-Skills Observation Form
- Brief memo sent to a staff person
- Formal letter sent to a staff person
- Special "thank you" or "congratulations" card sent to the staff person

The exact means of providing written feedback to staff regarding their client-teaching performance can essentially be determined by the preference of the individual who is providing the

feedback. Regardless of the particular written format used, the content of the feedback should be the same as that included in the verbally provided feedback as discussed in the preceding chapters. To reiterate, the feedback should include descriptive praise for implementation of correct teaching skills, specification of any incorrectly performed teaching skills, and delineation of how the incorrectly performed skills should have been performed. However, it should be noted that because of the well demonstrated effectiveness of immediate verbal feedback, the written feedback should be provided in addition to the verbal feedback. It is not recommended written feedback be provided exclusively in lieu of verbal feedback.

Who Provides Feedback

Feedback delivered to staff as a means of maintaining their client-teaching proficiency can be provided by essentially anyone who is skilled in teaching clients using the teaching strategies addressed in the Teaching-Skills Training Program, and is skilled in critically observing teaching performances and providing diagnostic feedback. Hence, whoever functions as the staff trainer for the initial classroom-based and on-the-job training could provide feedback during the routine job situation. However, it is most advantageous if a major portion of the feedback is provided by the regular on-site supervisor of the staff who conduct the client teaching programs.

Involving the regular supervisor of staff in providing a significant portion of the feedback is desirable for several reasons. First, and most importantly, feedback from one's supervisor is usually more important to an individual than feedback provided by someone who has no supervisory authority over the individual. In short, most staff recognize the importance of what their supervisor says to them because of the influence the supervisor typically has over the quality of the staffs' work life. Hence, feedback regarding client-teaching proficiency is usually going to be attended to by staff more diligently if the feedback comes from the staff supervisor relative to if the feedback comes from someone else.

A second reason supervisory feedback is advantageous relative to feedback from a nonsupervisory person is that often, the supervisor is frequently present in the staff work site on a day-to-day basis. If the supervisor routinely provides feedback to staff regarding the staffs' client-teaching performance, and the supervisor is routinely present in the work site, then the supervisor's routine presence can serve as a reminder for staff to conduct designated client teaching sessions, and to perform the teaching correctly. That is, because the staff know the supervisor will be commenting on their teaching performance, simply seeing the supervisor in the work area where client teaching occurs has the effect of prompting the staff to make sure to get the teaching done appropriately.

In-light of the importance of supervisory feedback in maintaining proficient client-teaching

skills of staff, it is paramount the supervisor(s) be skilled in designated client-teaching, observation and feedback skills as described in preceding chapters. Consequently, it is recommended that whenever an agency's staff participate in the Teaching-Skills Training Program, staff supervisor(s) likewise participate in the training. Supervisors can participate in a separate set of training sessions and/or participate in the same sessions with staff. Additionally, supervisors will probably need to practice observing teaching sessions using the Teaching-Skills Observation Form and providing feedback using the Feedback Form as a guide prior to actually observing a staff person's on-the-job client teaching. A person who is an experienced instructor with the Teaching-Skills Training Program is usually qualified to help supervisors acquire the necessary observation and feedback skills to use with their staff.

When to Provide Feedback

The determination regarding when to provide feedback, and correspondingly how often to provide feedback, should be based generally on the proficiency with which staff perform client-teaching sessions. Two general guidelines can help in determining when to provide feedback. First, **the less proficient a respective staff person is in teaching clients, the more frequently feedback should be provided** (and conversely, the more proficient a staff person is in teaching clients, the less frequently feedback needs to be provided). Second, **initial teaching sessions conducted by staff typically require more feedback than successive teaching sessions.** More specific guidelines for providing more and less frequent feedback are provided on the following page.

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Guidelines For How Often Feedback Should Be Provided

Feedback Should Be More Frequent When:

- a staff person initially completes the Teaching-Skills Training Program
- a staff person begins teaching a new client-teaching program with a respective client
- a staff person begins teaching a new client
- a staff person is not achieving satisfactory client progress in a given teaching program

Feedback Can Be Less Frequent When:

- a staff person has demonstrated proficiency in teaching a respective program (i.e., the staff person has been observed teaching the program at the 80% criterion level)
- a staff person is achieving satisfactory client progress in a given teaching program

When employing the guidelines above, generally "more frequently" refers to observing and providing feedback regarding a staff person's client teaching at least weekly. In contrast, "less frequently" refers to observing and providing feedback at least monthly. Note however, these frequencies are only guidelines. Each person (e.g., supervisor) will need to establish his\her own schedule for providing feedback to ensure staff maintain their teaching skills and clients make satisfactory progress. The primary point is there must be a schedule established that ensures feedback is provided systematically as part of each staff person's ongoing work routine. If feedback is indeed provided routinely, then staff should maintain their proficiency in teaching their clients and most importantly, their clients will have the opportunity to make significant gains in adaptive skill development.

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References of Background Research Supporting The Teaching Skills Addressed in The Teaching-Skills Training Program

Bailey, J.S., Shook, G.L., Iwata, B.A., Reid, D.H., & Repp, A.C. (1986). **Behavior Analysis in Developmental Disabilities 1968-1985 from The Journal of Applied Behavior Analysis, Reprint Series, Volume 1**. Lawrence, Kansas: Society for the Experimental Analysis of Behavior.

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Whitman, T.L., Scibak, J.W., & Reid, D.H. (1983). **Behavior modification with the severely and profoundly retarded: Research and application**. New York: Academic Press.

Teaching People With Developmental Disabilities Videotape

The "Teaching People With Developmental Disabilities" videotape consists of a series of demonstrations of teaching strategies involving people who have developmental disabilities, accompanied by an explanatory narration. There are four separate tapes, covering the respective topics of task analysis, prompting, reinforcement, and error correction. However, only the first three tapes are actually used in the Teaching-Skills Training Program. A separate instructor's workbook is also available for each tape. The videotape package was produced by The Oregon Research Institute and is available from Research Press as indicated below.

Purchasing Information

Cost: $595.00

To order (or for possible free preview) contact:

Research Press
Dept. 17
P.O. Box 9177
Champaign, IL 61826
(217 352 3273)

SAMPLES OF CLIENT-TEACHING PROGRAMS FOR USE IN CLASSROOM ROLE-PLAYING ACTIVITIES

DRINKING FROM A CUP

Materials: cup or glass without handles

Training steps:
1. Grasps cup with left hand
2. Grasps cup with right hand
3. Lifts cup to lips
4. Tilts cup up to drink
5. Tilts cup down
6. Sets cup on table
7. Releases cup with both hands

TAKING COAT OFF

Materials: coat

Training steps:
1. Grasps cuff of left sleeve with right hand
2. Pulls left arm out of sleeve
3. Grasps cuff of right sleeve with left hand
4. Pulls right arm out of sleeve

PUTTING TOYS INTO TOY BOX

Materials: two toys and toy box

Training steps:
1. Picks up one toy
2. Walks to toy box
3. Places toy in box
4. Walks back to play area
5. Picks up second toy
6. Walks to toy box
7. Places toy in toy box

DUSTING SMALL TABLE TOP

Materials: furniture polish, cloth, table top

Training steps:
1. Walks to storage area
2. Takes furniture polish and cloth from storage area
3. Carries furniture polish and cloth to the table
4. Sprays furniture polish for no more than 3 seconds onto left side of table

5. Begins wiping on the left side of the table top
6. Wipes all areas of the table top moving from the left side of the table to the right side
7. Walks back to storage area
8. Places polish and cloth in storage area

OPERATING A CASSETTE PLAYER

Materials: cassette player and tape

Training steps:
1. Picks up tape
2. Places tape in recorder
3. Closes cassette player
4. Presses "play" button

FOLDING A WASHCLOTH

Materials: washcloth

Training steps:
1. Picks up washcoth
2. Spreads the cloth out flat on the table
3. Grasps bottom corners of cloth (i.e. corners closest to trainee)
4. Folds in half by bringing bottom corners even with the top corners of the cloth
5. Grasps corners of cloth to trainee's left
6. Folds again bringing left corners even with the right corners of cloth

Teaching-Skills Training Program*
Behavioral Teaching Terminology Quiz

1. Breaking a task into smaller steps
a. makes the task easier to learn
b. is unnecessary for most people with severe disabilities
c. will lengthen the time it takes to teach a new skill

2. Which of the steps in the following task analysis needs to be changed?
a. Provide partial physical assistance
b. Pick up napkin
c. Wipe mouth with napkin
d. Return napkin to lap

3. Some students need tasks broken down into very small steps while others can learn when tasks are broken into a few large steps. To determine step size, you should consider
a. the student's current ability
b. the complexity of the task
c. both a and b

4. What is the purpose of prompting?
a. to give the most help possible
b. to help the student become independent
c. to correct mistakes

5. An example of a verbal prompt is
a. asking the student "What comes next?"
b. telling the student what to do next
c. both a and b

6. Rick told Danny to wipe the table but Danny did not respond. What should Rick do next?
a. tell him to do the task again
b. point to the table and tell Danny to do the task
c. wait until Danny is more compliant to try the task again

7. In general, what type of prompt gives a student the most assistance in completing a training step?
a. gestural
b. partial physical
c. full physical

8. Reinforcing immediately is especially important with students who
a. learn slowly
b. are just learning a new task
c. both a and b

*Portions of this quiz were based on the "Teaching People with Developmental Disabilities" Videotape Participant's Workbook (distributed by Research Press).

9. Which of the following is reinforcing to all students?
a. chocolate candy
b. words of praise
c. a smile
d. none of the above

10. To determine what might work as a reinforcer for a student you can
a. observe the student to see what he likes
b. ask the student or ask other people who know the student well
c. test the student by providing a choice of items or events
d. all of the above

11. Sara currently cannot perform any of the steps involved in playing a cassette player. In the beginning, how often should Sara's teacher provide reinforcement?
a. at the end of the whole task
b. at the end of each step
c. both a and b
d. not very often

12. You can fade reinforcement by
a. reducing the intensity of the reinforcer
b. reinforcing less often
c. both a and b
d. none of the above

Answer Key:

1. a
2. a
3. c
4. b
5. c
6. b
7. c
8. c
9. d
10. d
11. c
12. c

TEACHING-SKILLS OBSERVATION FORM

TRAINEE _____ INSTRUCTOR _____ CLIENT _____

PROGRAM _____ DATE _____

\+ correct
\- incorrect
NA nonapplicable

TRAINING STEPS	ORDER	PROMPTS	REINFORCES	ERROR CORRECTION
STEP 1	+ - NA	+ - NA	+ - NA	+ - NA
STEP 2	+ - NA	+ - NA	+ - NA	+ - NA
STEP 3	+ - NA	+ - NA	+ - NA	+ - NA
STEP 4	+ - NA	+ - NA	+ - NA	+ - NA
STEP 5	+ - NA	+ - NA	+ - NA	+ - NA
STEP 6	+ - NA	+ - NA	+ - NA	+ - NA
STEP 7	+ - NA	+ - NA	+ - NA	+ - NA
STEP 8	+ - NA	+ - NA	+ - NA	+ - NA
STEP 9	+ - NA	+ - NA	+ - NA	+ - NA
STEP 10	+ - NA	+ - NA	+ - NA	+ - NA
STEP 11	+ - NA	+ - NA	+ - NA	+ - NA
STEP 12	+ - NA	+ - NA	+ - NA	+ - NA

OBSERVATION SUMMARY

CORRECT TEACHING SKILL _____ = _____ % = _____ %

OF CORRECT + INCORRECT TEACHING SKILLS

FEEDBACK _____

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PRACTICE ACTIVITY FOR SKILL SET THREE

Trainer should read the following scenarios to the class. After each scenario the trainees should identify the skill to be increased and the item or event being used as a reinforcer.

Scenario 1 - Linda works in a mailroom. Her job is to put address labels on letters. Linda's supervisor wants her to label all the letters on her table before break time. If Linda labels all the letters on her table before break time, she can obtain a copy of her favorite magazine to read during break.

Scenario 2 - Susan wants to teach John to completely pull up his pants before he leaves the bathroom. When John, who loves attention, comes out of the bathroom with his pants completely pulled up, Susan gives him her attention by praising him. When John comes out of the bathroom while still pulling up his pants, she says nothing to him.

Scenario 3 - Sometimes Bob works with John. When he sees John come out of the bathroom with his pants pulled up, he says nothing. However, when he sees John come out of the bathroom still in the process of pulling up his pants, he says, "John, you know you are supposed to have your pants pulled up before coming out of the bathroom!"

Scenario 4 - Tim is learning to touch a switch to operate a popcorn popper. He is unable to touch the switch independently. After the teacher guides his hand to press the switch, the teacher gives Tim a sip of his favorite juice.

Supervisor's Feedback Checklist

Staff Trainee _____ Client _____ Program _____

Location _____ Date _____ Time _____

Feedback Components

Check each component included in your feedback to the trainee. Check NA (nonapplicable) for components 4 and 5 if no teaching errors were made.

	yes	NA
1. Set a positive tone for feedback session		
2. Began diagnostic feedback with positive feedback		
3. Gave appropriate positive feedback		
4. Identified each skill category with teaching errors		
5. For each category with teaching errors, described how the teaching skill should have been performed correctly		
6. Solicited questions or feedback from trainee		
7. Referenced current training status		
8. Ended feedback session with a positive statement		

January 22, 1997

Ms. Sara Trainee
Direct Service Technician
River View Home
Morganton, North Carolina 28655

Dear Sara:

You have successfully completed the Teaching-Skills Training Program. As required by the Program, you have demonstrated verbal knowledge of key components of the teaching process including task analysis, prompting, reinforcement and error correction. In addition to completing the classroom portion of the course, you have met the performance criterion of an 80% score on at least two observations as you conducted teaching programs in River View Home.

If you have any questions in the future regarding teaching procedures you should contact your supervisor. If she is unable to answer your questions, feel free to contact me. It was certainly a pleasure to work with you and I hope you will routinely use your teaching skills as you continue your work in River View Home.

Sincerely,

Beverly Trainer
Program Instructor

cc: Lisa Boss, River View Home Supervisor